

Felician University 2025-2026 Graduate Catalog

Table of Contents

General Information	10
Academic Calendar 2025-2026	11
University Directory	19
Accreditations and Approvals	23
Memberships	23
History of the University.....	24
History of the University	24
Mission Statement	31
Vision Statement.....	31
Felician University Learning Outcomes	31
Campus Facilities.....	31
Lodi Campus	31
Rutherford Campus	32
Consumer Information	32
Consumer Information.....	32
Admissions Information	34
Graduate Admission Information	34
Requirements for Graduate Applicants.....	34
Additional Criteria for International Students.....	34
English Proficiency	34
Foreign Academic Credentials.....	34
Graduate Transfer Credit Upon Admission	34
Graduate Readmission	35
Admission Decisions	35
Office of Student Accounts.....	36
Student Financial Services	36
Payment Information	36
Employer Sponsored Tuition Assistance Programs	37
Student Refund Policy	37
1098 Tax Forms.....	38
Form 1042 S	38
IRS Form 8300	39
Payment Policies.....	39
Withdrawal Refund Policy	40
Challenge Examinations.....	42
Tuition Discounts.....	42
Financial Information.....	43
Tuition and Fees: 2025-2026 Academic Year	43
Office of Financial Aid.....	50
General Information.....	50
Types of Aid Available	50
Veteran Educational Benefits.....	52
Other Programs.....	52
Financial Aid Policies	52
Verification Policies.....	53

Treatment of Financial Aid When A Student Withdraws	53
Students Rights and Responsibilities	54
Standards of Academic Progress.....	56
Graduate SAP Policy	56
Treatment of Courses Which are not Completed	56
Students Who Change Their Major	57
Students Who Leave and Return	57
Appeals and Reestablishing Eligibility	57
Appeal Process	57
Financial Aid Probation.....	57
Academic Plan	57
Reestablishing Financial Aid Eligibility	57
Academic Policies and Procedures	59
Classification of Students.....	59
Code of Conduct	59
Felician University Honor Code.....	59
Honor Code Violation Reporting Procedure	60
Notification of Violation	61
Course Sanctions for Violation of the Honor Code	61
Sanctions Imposed by the University for Violations of the Honor Code.....	61
Responsibility of the Individual.....	61
The Honor Council.....	61
The Honor Pledge	62
Hold Policy.....	62
Institutional Review Board IRB	62
Computer Mediated Instruction and ELearning	62
Copyright	63
Degree Conferral	64
Graduation	64
University Residency Requirement	64
Grades and Grading Policy	65
Grading System	65
Graduate Student Grade Appeal Process	65
Audit Policy.....	66
Credit Load.....	66
Attendance.....	67
Prolonged Absences.....	67
Academic Probation Dismissal Suspension	67
Disciplinary Dismissal	68
Registration Policies and Procedures	69
Registration Policies and Procedures.....	69
Changes to Registration	69
Cancellation of Courses.....	69
Change of Registration.....	69
Course Attempts and Repeats.....	69
Course Attempt	69
Course Repeat Policy	69

Drop Add Period.....	69
Transcript of Records.....	69
Official Withdrawal and Leave of Absence	71
Withdrawal Process	71
Official Withdrawal.....	71
Unofficial Withdrawal.....	71
Leave of Absence	71
Timeline and Clearing of Debts.....	71
Withdrawal Policy for Cohorts and Non-Traditional Programs.....	72
Withdrawal for Extenuating Circumstances	72
Family Educational Rights and Privacy Acts of 1974 -FERPA	73
FERPA	73
Academic Services	74
Center for Career and Academic Success	74
Center for Academic Technology.....	74
Mission Statement:.....	74
Objectives:	74
Types of Online Courses	75
Accessibility Standards Compliance.....	75
Library Services.....	76
Information Technology Information Systems and University Helpdesk	76
General Information	76
E Mail and Internet Policy.....	77
Employee Email Accounts	78
Student Email Accounts	78
Office of Accessibility Services	78
Tutoring Services.....	79
Academic Program Information.....	80
Online and Hybrid Programs.....	80
Mission Integration.....	81
Campus Ministry	81
Blessed Mary Angela Institute	81
Student Affairs	82
Alumni Association	82
Athletics	82
Bookstore	82
Child Care Services	82
Counseling and Wellness Services	82
Wellness Services.....	83
Counseling Services	83
Food Services	84
Lodi Dining Hall	84
Rutherford Dining Hall.....	84
Orientation.....	85
Professional Organizations.....	85
Publications	85
Social Activities.....	85

Veterans.....	86
Administration Faculty and Staff.....	87
Board of Trustees.....	87
Council of Regents.....	87
Senior Administrative Officers.....	88
Office of the President	88
Academic Affairs.....	88
Center for Academic Technology	88
Center for Career and Academic Success.....	89
Educational Opportunity Fund.....	89
FALCONS Connect	89
Library Services	89
Nursing Support.....	90
Barbara J Toscano Nursing Resource and Simulation Center.....	90
Faculty.....	90
Emerita/Emeritus.....	90
Full Time Faculty.....	92
Half Time Faculty	95
Athletics	96
Computer and Audio Visual Services.....	96
Information Technology	96
Audio-Visual Services.....	96
Student Information Systems.....	96
Felice Grant.....	96
Enrollment Management.....	96
Traditional Undergraduate Admissions.....	97
Transfer and Accelerated Admissions.....	97
Graduate Admissions	97
Office of Student Financial Services.....	97
Marketing.....	97
Office of International Programs	98
Registrar.....	98
Mission Integration.....	98
Business and Finance.....	98
Human Resources.....	98
Accounting.....	99
Mailroom and Printery	99
Physical Plant and Maintenance	99
Conference and Event Services.....	99
Student Affairs.....	99
Student Affairs Leadership.....	99
Counseling and Wellness Services.....	99
Child Care Center.....	99
Attitudes Against Violence.....	99
Transportation Services	99
Community Rights and Responsibilities	100
Center for Student Development and Engagement.....	100

Safety and Security.....	100
Dining Services.....	100
Housing and Residence Life.....	100
University Advancement.....	100
Advisory Committees.....	100
School of Arts & Sciences Advisory Board.....	100
School of Business Advisory Committee.....	100
School of Nursing and Health Sciences Advisory Board.....	100
School of Education Advisory Board.....	101
Locations.....	103
Lodi Campus.....	103
Directions to the Lodi Campus.....	103
Rutherford Campus.....	103
Directions to the Rutherford Campus.....	103
Offsite Partner Locations.....	104
Offsite Locations.....	104
Degrees/Certificates.....	105
Business.....	105
Business – Master of Business Administration.....	105
Master of Business Administration – Healthcare Administration.....	105
Business – Innovation and Entrepreneurial Leadership: Master of Business Administration.....	106
Computer Science.....	109
Computer Science: Master of Science.....	109
Cybersecurity: Master of Science.....	111
Data Science: Master of Science.....	112
Education.....	112
English as Second Language Endorsement (ESL).....	118
English as Second Language (ESL) M.A.....	119
Learning Disabilities Teacher Consultant Endorsement.....	120
Teacher of Students with Disabilities Endorsement (TOSD).....	120
Master of Arts in Education (with TOSD Endorsement).....	121
Early Childhood Education (P–3): Graduate Initial Licensure with TOSD Endorsement.....	122
Master of Arts in Education (with Early Childhood Education Endorsement).....	122
Elementary Education (K–6) with Middle School (5–8) and TOSD Endorsement: Graduate Initial Licensure.....	123
Master of Arts in Education (with Elementary Education K–6 and 5–8 Endorsement).....	123
Elementary Education (K–6) with TOSD Endorsement: Graduate Initial Licensure.....	123
Master of Arts in Education (with Elementary K–6 and TOSD Endorsement).....	124
Secondary Education (K–12) with TOSD Endorsement: Graduate Initial Licensure.....	124
Master of Arts in Education (with K–12 Secondary Education and TOSD Endorsement).....	124
Behavior and Autism Studies.....	125
Education – Behavior and Autism Studies: Post–Masters Certificate.....	126
Education – Behavior and Autism Studies: Master of Arts.....	127
Education – Special Education and Behavior and Autism Studies: Master of Arts.....	128
Education Leadership.....	130
Education – School Principal Endorsement: Post Master's Certificate.....	131
Education – School Supervisor Endorsement: Post Master's Certificate.....	132
Education Leadership – Law Enforcement Track: Master of Arts.....	132

Education Leadership: Master of Arts.....	133
Nursing.....	135
Doctor of Nursing Practice.....	136
Master of Science in Nursing.....	138
Certificate Programs.....	140
Transfer Credit.....	142
Program Requirements.....	142
Policies.....	143
Graduate Psychology.....	146
Counseling Psychology: Master of Arts.....	146
Online M.A. in Counseling Psychology.....	148
School Counseling Post-Master Certificate.....	149
M.A. in Counseling Psychology – Forensics.....	149
M.A. in Counseling Psychology – School Counseling.....	150
Counseling Psychology: Doctor of Psychology (Psy.D).....	150
Program Overview.....	150
Degree Requirements.....	153
Religious Studies.....	154
Master of Arts in Religious Studies.....	154
Religious Studies Certificate.....	155
Learning Outcomes.....	156
Courses:.....	156
Courses.....	158
ABA - Applied Behavior Analysis.....	158
ACC - Accounting.....	159
BUS - Business.....	159
CIS - Computer Information Systems.....	159
CS - Computer Science.....	160
CSEC - Cybersecurity.....	165
DBA - Doctorate of Business Admin.....	166
ECON - Economics.....	168
EDU - Education.....	168
ENT - Entrepreneurship.....	178
FIN - Finance.....	179
HCA - Health Care Administration.....	180
HSCI - Health Science.....	181
HSHS - Health Specialty Health Scienc.....	181
LDTC - Learn Disabilities Teach Cons.....	182
MATH - Mathematics.....	183
MGT - Management.....	183
MIS - Management Information Systems.....	183
MKT - Marketing.....	184
NURS - Nursing.....	184
PSYC - Psychology.....	198
QUAN - Quantitative Analysis.....	205
REGIS - Regis.....	206
REG - Registration.....	206

RELS - Religious Studies.....	206
Index	208

General Information

Students at Felician University are regulated by the degree requirements of the catalog in effect at the time of their 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.

Academic Calendar 2025-2026

Please Note: Dates may be subject to change at the discretion of the University authorities.

Fall 2025 (16 Weeks)

Fall Semester Begins	Monday, August 25, 2025
Labor Day (University closed)	Monday, September 1, 2025
Last Day to Drop/Add	Tuesday, September 2, 2025
Initial Attendance Due	Tuesday, September 9, 2025
Advising & Registration Begins for Winter, Spring & Summer 2026	Monday, September 29, 2025
Midterm Exams	Monday, October 13 - Saturday, October 18, 2025
Fall Break (No Classes, University Open)	Monday, October 20 - Tuesday, October 21, 2025
Last day to Withdraw (WD)	Friday, November 14, 2025
Thanksgiving Break (University closed)	Wednesday, November 26 - Sunday, November 30, 2025
Final Exams	Wednesday, December 10 - Tuesday, December 16, 2025
All Grades Due	Thursday, December 18, 2025
Grades Released to Students	Friday, December 19, 2025

Winter 2026 (3 Weeks)

Winter Semester Begins	Friday, December 19, 2025
Last Day to Withdraw (WD)	Friday, January 2, 2026
Winter Semester Ends	Thursday, January 8, 2026
All Grades Due	Friday, January 9, 2026

Spring 2026 (16 Weeks)

Spring Semester Begins	Monday, January 12, 2026
------------------------	--------------------------

Martin Luther King Day (University closed)	Monday, January 19, 2026
Last Day to Drop/Add	Tuesday, January 20, 2026
Initial Attendance Due	Tuesday, January 27, 2026
Presidents' Day (University closed)	Monday, February 16, 2026
Advising & Registration Begins for Fall 2026	Tuesday, February 17, 2026
Midterm Exams	Monday, March 2 - Saturday, March 7, 2026
Spring Break	Monday, March 9, 2026 - Sunday, March 15, 2026
Easter Break (University closed)	Thursday, April 2 - Monday, April 6, 2026
Last day to Withdraw (WD)	Friday, April 10, 2026
Final Exams	Monday, May 4, 2026 - Saturday, May 9, 2026
All Grades Due	Tuesday, May 12, 2026
Grades Released to Students	Wednesday, May 13, 2026
Commencement	Thursday, May 21, 2026 (Subject to change)

Summer 2026 (6 Weeks)

Summer I	Monday, May 18 - Sunday, June 28, 2026
Initial Attendance Due	Thursday, May 21, 2026
Memorial Day (University closed)	Monday, May 25, 2026
Juneteenth (University closed)	Friday, June 19, 2026
All 26SU1 Grades Due	Tuesday, June 30, 2026
Summer II	Monday, June 29 - Sunday, August 9, 2026
Initial Attendance Due	Thursday, July 2, 2026

All 26SU2 Grades Due

Tuesday, August 11,
2026

8-Week Calendar**Fall 2025 (8 Weeks)**

Start of Early Fall (25W8FA1)	Monday, August 25, 2025
Labor Day (University closed)	Monday, September 1, 2025
Initial Attendance Due	Tuesday, September 9, 2025
End of Early Fall (25W8FA1)	Sunday, October 19, 2025
All 25W8FA1 Grades Due	Tuesday, October 21, 2025
Start of Late Fall (25W8FA2)	Monday, October 20, 2025
Fall Break (No Classes, University Open)	Monday, October 20 - Tuesday, October 21, 2025
Initial Attendance Due	Tuesday, October 28, 2025
Thanksgiving Break (University closed)	Wednesday, November 26 - Sunday, December 30, 2025
End of Late Fall (25W8FA2)	Sunday, December 14, 2025
All 25W8FA2 Grades Due	Thursday, December 18, 2025

Spring 2026 (8 Weeks)

Start of Early Spring (26W8SP1)	Monday, January 12, 2026
Martin Luther King Day (University closed)	Monday, January 19, 2026
Initial Attendance Due	Tuesday, January 27, 2026
Presidents' Day (University closed)	Monday, February 16, 2026
End of Early Spring (26W8SP1)	Sunday, March 8, 2026
All 26W8SP1 Grades Due	Tuesday, March 17, 2026
Start of Late Spring (26W8SP2)	Monday, March 16, 2026
Initial Attendance Due	Tuesday, March 24, 2026
Easter Break (University closed)	Thursday, April 2 - Monday, April 6, 2026
End of Late Spring (26W8SP2)	Sunday, May 10, 2026

All 26W8SP2 Grades Tuesday, May 12, 2026
Due

Trimester Calendar

Fall 2025 Trimester (14 Weeks)

Start of 2025 Fall Trimester	Monday, September 15, 2025
Initial Attendance Due	Tuesday, September 23, 2025
Fall Break (No Classes, University Open)	Monday, October 20 - Tuesday, October 21, 2025
Last day to Withdraw (WD)	Monday, November 24, 2025
Thanksgiving Break (University closed)	Wednesday, November 26 - Sunday, November 30, 2025
End of 2025 Fall Trimester	Sunday, December 21, 2025
All 2025 Fall Trimester Grades Due	Tuesday, December 23, 2025

Spring 2026 Trimester (14 Weeks)

Start of 2026 Spring Trimester	Monday, January 12, 2026
Martin Luther King Day (University closed)	Monday, January 19, 2026
Initial Attendance Due	Tuesday, January 27, 2026
Presidents' Day (University closed)	Monday, February 16, 2026
Last day to Withdraw (WD)	Tuesday, March 31, 2026
Easter Break (University closed)	Thursday, April 2 - Monday, April 6, 2026
End of 2026 Spring Trimester	Sunday, April 26, 2026
All 2026 Spring Trimester Grades Due	Tuesday, April 28, 2026

Summer 2026 Trimester (14 Weeks)

Start of 2026 Summer Trimester	Monday, May 18, 2026
Initial Attendance Due	Tuesday, May 26, 2026
Memorial Day (University closed)	Monday, May 25, 2026

Juneteenth (University closed)	Friday, June 19, 2026
Last day to Withdraw (WD)	Wednesday, July 29, 2026
End of 2026 Summer Trimester	Sunday, August 23, 2026
All 2026 Spring Trimester Grades Due	Tuesday, August 25, 2026

5-Week Calendar

Fall 2025 (5 Weeks)

Start of Fall I (25W5FA1)	Monday, August 25, 2025
Labor Day (University closed)	Monday, September 1, 2025
Initial Attendance Due	Tuesday, September 9, 2025
End of Fall I (25W5FA1)	Sunday, September 28, 2025
All 25W5FA1 Grades Due	Tuesday, September 30, 2025
Start of Fall II (25W5FA2)	Monday, September 29, 2025
Initial Attendance Due	Tuesday, October 7, 2025
Fall Break (No Classes, University Open)	Monday, October 20 - Tuesday, October 21, 2025
End of Fall II (25W5FA2)	Sunday, November 2, 2025
All 25W5FA2 Grades Due	Tuesday, November 4, 2025
Start of Fall III (25W5FA3)	Monday, November 3, 2025
Initial Attendance Due	Tuesday, November 11, 2025
Thanksgiving Break (University closed)	Wednesday, November 26 - Sunday, December 30, 2025
End of Fall III (25W5FA3)	Sunday, December 7, 2025
All 25W5FA3 Grades Due	Tuesday, December 9, 2025

Spring 2026 (5 Weeks)

Start of Spring I (26W5SP1)	Monday, January 12, 2026
-----------------------------	--------------------------

Martin Luther King Day (University closed)	Monday, January 19, 2026
Initial Attendance Due	Tuesday, January 27, 2026
End of Spring I (26W5SP1)	Sunday, February 15, 2026
Presidents' Day (University closed)	Monday, February 16, 2026
All 26W5SP1 Grades Due	Tuesday, February 17, 2026
Start of Spring II (26W5SP2)	Monday, February 16, 2026
Initial Attendance Due	Tuesday, February 24, 2026
End of Spring II (26W5SP2)	Sunday, March 29, 2026
All 26W5SP2 Grades Due	Tuesday, March 31, 2026
Start of Spring III (26W5SP3)	Monday, March 30, 2026
Easter Break (University closed)	Thursday, April 2 - Monday, April 6, 2026
Initial Attendance Due	Tuesday, April 7, 2026
End of Spring III (26W5SP3)	Sunday, May 3, 2026
All 26W5SP3 Grades Due	Tuesday, May 5, 2026

Summer 2026 (5 Weeks)

Start of Summer I (26W5SU1)	Monday, May 4, 2026
Initial Attendance Due	Tuesday, May 12, 2026
Memorial Day (University closed)	Monday, May 25, 2026
End of Summer I (26W5SU1)	Sunday, June 7, 2026
All 26W5SU1 Grades Due	Tuesday, June 9, 2026
Start of Summer II (26W5SU2)	Monday, June 8, 2026
Initial Attendance Due	Tuesday, June 16, 2026
Juneteenth (University closed)	Friday, June 19, 2026

End of Summer II
(26W5SU2) Sunday, July 12, 2026

All 26W5SU2 Grades
Due Tuesday, July 14, 2026

University Directory

Main Number: 201-559-6000

Lodi Reception (Obal Hall Front Desk) 201-559-3001

A

ABSN Program (All Inquiries: 844-347-2497)
300 Kimball Drive, Suite 502
Parsippany, NJ 07054
Website: absn.felician.edu

Academic Affairs 201-559-6024

Academic Partnership Enrollment
Asst. Dir. of Academic Partnership Enrollment 201-559-3545

Accessibility Services (Students with Disabilities) 201-559-6050

Accounts Payable 201-559-6091

Admissions 201-355-1465
admissions@felician.edu

Advancement (See External Relations and Advancement)

Alumni Engagement 201-355-1427
alumni@felician.edu

Archives 201-559-3336

Athletics 201-559-3333
athletics@felician.edu

Audio Visual Services 201-559-6100

Autism Center (See International Center for Autism and Disabilities Research)

B

Barbara J. Toscano Center (See Nursing Resource and Simulation Center)

Bookstore 201-559-6027
felician@bkstr.com
<https://www.bkstr.com/felicianstore/home>

Blessed Mary Angela Institute
Director of the Blessed Mary Angela Institute 201-559-6198

Breslin PAC (See Conference and Event Services)

Brightspace (D2L) 877-325-7778
helpdesk@d2l.com

Business and Finance Offices 201-559-6088

C

Cafeteria (Lodi) 201-559-6242

Cafeteria (Rutherford) 201-559-3555
feliciandining@compass-usa.com

Campus Ministry 201-559-6021
campusministry@felician.edu

Center for Academic Technology (CAT) 201-559-3195 or 3191

Center for Career and Academic Success (CCAS) 201-559-6047
case@felician.edu

Center for Health (See Counseling and Wellness Services)

Center for Student Development and Engagement 201-559-3280
centerforengagement@felician.edu

Child Care Center 973-778-0093

Communications (See Marketing and Communications)

Community Rights and Responsibilities 201-355-1474

Conference and Event Services 201-559-3627

Counseling and Wellness Services for Students

CounselingCenter@felician.edu 201-559-3587

Wellness@felician.edu 201-559-3559

Please Note: Counseling is also available 24/7 at Uwill
333-646-1526 or 988 app.uwill.com.

D

Disabilities (See Accessibility Services)

E

EOF (Educational Opportunity Fund) 201-559-6054

Engagement (See Center for Student Development and
Engagement)

Enrollment Management 201-355-1447

External Relations and Advancement 201-355-1432

F

Facilities 201-355-1423

FIESTA (STEM Grant)

Program Administrator 201-559-6145

Financial Aid 201-559-6010 or 6185

finaid@felician.edu

Finance and Business Offices (See Business and Finance
Offices)

Food Pantry (See Our Sisters' Pantry)

G

No current listings

H

Health Services (See Counseling and Wellness Services)

Help Desk for Technical Support 201-559-6165

helpdesk@felician.edu

Lodi Help Desk – Obal Hall, Room 204

Rutherford Help Desk – Education Commons, Room 206

Housing (See Residence Life)

Human Resources 201-559-6048

I

Information Systems 201-559-6123

Information Technology 201-559-6165

Institutional Research

International Center for Autism and Disabilities Research

(I-CAAdRE) 201-559-3316

autismcenter@felician.edu

International Students (See Office of International
Programs)

J

JEDI (Justice, Equity, Diversity, and Inclusion)

JEDI@felician.edu

K

Kirby Hall 201-559-6239

L

Lenke Family Center for Innovation 201-559-3990

Library 201-559-6071

Little Theater 201-507-0613

M

Mail Room (Lodi) 201-559-6160
printery@felician.edu

Mail Room (Rutherford) 201-355-1472

Maintenance (Lodi) Ext. 6018

Maintenance (Rutherford) Ext. 3557

Marketing and Communications 201-559-6085

Mission Integration
 Director of Campus Ministry 201-559-6037
 Director of Blessed Mary Angela Institute 201-559-6198

N

NCAA (See Athletics)

Nursing Resource and Simulation Center (NRSC) 201-559-3517

O

Office of International Programs 201-559-3518
OIP@felician.edu
 Kirby Hall, Rooms 208-211

Office of Registration and Records (See Registrar)

Office of the President, Dr. Mildred Mihlon

Older is Better 201-355-1432

Our Sisters' Pantry
foodpantry@felician.edu

P

Psychology, Graduate Studies
 201-559-6193

Public Relations and Communications 201-355-1432

Q

No current listings

R

Radio Station WRFC 201-507-0614
radiostation@felician.edu

Reception (Lodi) 201-559-3001

Reception (Rutherford) 201-355-1465

Registrar 201-559-6043
registrar@felician.edu

Rental Services (See Conference and Event Services)

Residence Life 201-559-3506
reslife@felician.edu

S

School of Arts and Sciences 201-559-6166

School of Business and Information Sciences 201-559-3569

School of Education 201-559-3548

School of Nursing and Health Sciences 201-559-6030

Security (Rutherford Campus Office) 201-559-3561
 (Office located in Blessed Mary Angela Hall Room 204)

Security (Lodi Campus Office) 201-559-6011

Student Accounts 201-559-6045 (All Calls)
studentaccounts@felician.edu

Student Affairs 201-559-3564

Student Development (See Center for Student Development and Engagement)

Students with Disabilities (See Accessibility Services)

Study Abroad 201-559-3043

T

Title V 201-559-6087

Title IX 201-355-5633

Transportation 201-559-3563

Tutoring Services 201-559-6118

Address all correspondence to:

Felician University

262 South Main Street

Lodi, NJ 07644

(201) 559-6000

Web Site: [Welcome to Felician University - Felician University of New Jersey](#)

U

University Advancement (See External Relations and Advancement)

V

Veterans Services
Coordinator of Veterans Services 201-355-1463

W

Wellness Services (See Counseling and Wellness Services)

X

No current listings

Y

No current listings

Z

No current listings

Accreditations 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.

University Accreditations:
The Middle States Commission on Higher Education

3624 Market Street
Philadelphia, PA 19104-2680
(215) 662-5606

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

An online version of the College's Statement of Accreditation Status from the Middle States Commission on Higher Education is available at: Felician University-Statement of Accreditation Status ([msche.org](http://www.msche.org))

Council for the Accreditation of Educator Preparation
CAEP
1140 19th St NW, Suite 400
Washington, DC 20036 (202) 223-0077

Council for the Accreditation of Educator Preparation
(caepnet.org)
The International Accreditation Council for Business Education (IACBE)
11374 Strang Line Road Lenexa, KS 66215
(913) 631-3009

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

The baccalaureate degree program in nursing/ master's degree program in nursing/Doctor of Nursing Practice program and post-graduate APRN certificate program at Felician University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791

State Licensures:

The Office of the Secretary of Higher Education

New Jersey Bureau of Teacher Education and Academic Credentials

State of New Jersey Department of Education

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

The baccalaureate degree in nursing program (Prelicensure) at Felician University is approved by:
The New Jersey State Board of Nursing
124 Halsey Street
Newark, New Jersey 07102
(973) 504-6430
FAX (973) 504-6302

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

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 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

Lyrasis

Masters in Counseling Accreditation Council (MCAC)

Masters in Psychology and Counseling Accreditation Council (MPCAC)

Mid-Atlantic Regional Archives Conference (MARAC)

Middle Atlantic Career Counseling Association, Inc. (MACCA)

Middle States Commission on Higher Education

Middle States Association of Collegiate Registrars and Officers of Admission

National Accrediting Agency for Clinical Laboratory Sciences

National Association of College and University Business Officers

National Association of Colleges and Employers (NACE)

National Association of Independent Colleges and Universities

National Association of Intercollegiate Athletics

National Association of Student Financial Aid Administrators

National Career Development Association (NCDA)

National Catholic College Admission Association

National Catholic Education Association

National Collegiate Honors Council National League for Nursing

National Organization of Nurse Practitioner Faculties

National Research Center for College and University Admissions

New Jersey Association of Baccalaureate and Higher Degree Programs in Nursing

New Jersey Association of Colleges and Employers (NJACE)

New Jersey Association of Colleges and Universities

New Jersey Association of Student Financial Aid Administrators

New Jersey Association of Colleges of Teacher Education

New Jersey Cooperative Education and Internship Association (NJCEIA)

New Jersey Counseling Association (NJCA)

New Jersey Hospital Association

New Jersey Knowledge Initiative

New Jersey League for Nursing New Jersey Library Association

New Jersey Psychological Association (NJPA)

New Jersey State Nurses Association

New Jersey/New York Association of Collegiate Registrars and Admissions Officers

Northeast Regional National Collegiate Honor Council

Online Computer Library Center (OCLC)

Organization of Nurse Leaders, NJ

Psi Chi, The International Honor Society in Psychology

Service Members Opportunity College Sigma Beta Delta

Sigma Theta Tau International Nursing Honor Society

Society for College and University Planners (SCUP)

Student Veterans of America

Theta Alpha Kappa, National Honor Society for Religious Studies and Theology

United Nations Non-Governmental Organizations

Virtual Academic Library Environment (VALE)

History of the University

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.

* 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.

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 also was established at this time. A Religious Studies Certificate Program was inaugurated in 1984; a Business certificate was introduced in 1985. In May 1986, Felician College became coeducational, accepting men and women into all programs and courses. Further expansion occurred in 1986 when Felician College began offering its Religious Studies Certificate Program at off-campus locations in the diocese of Metuchen.

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

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

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

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

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

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

In 1991, the College implemented a Transition Year program with courses and tutorial support to help academically under-prepared students attain college-level competencies. In 1994, a comprehensive Developmental Studies program replaced the Transition Year program. Also in 1991, an articulation with the University of Medicine and Dentistry (UMDNJ) was established in Physical Therapy.

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

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

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

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

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

The New Jersey Commission on Higher Education approved the College’s offering (1996), in conjunction with the University of Medicine and Dentistry (UMDNJ), of the baccalaureate degree in Psychosocial Rehabilitation. In 1996, the College developed an Athletic Program for men and women’s basketball, followed by a men’s soccer team and women’s softball team.

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

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

In 1997, the Commission approved new Bachelor of Arts degree programs in Computer Science, Philosophy, and in Management and Marketing. The newly created Office of Academic Support Services designed and implemented

plans to achieve greater coherence and accountability in the areas of student advising, counseling, testing, tutoring, and Section 504 of the Americans with Disabilities Act. In the fall of 1997, Felician College purchased the Rutherford Campus of Fairleigh Dickinson University.

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

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

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

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

In 1998 a Post Master's Family Nurse Practitioner Certificate Program began. In 2000, a Post-Master's Adult Nurse Practitioner Certification Program was added. One of the first programs launched by the newly introduced Center for Academic Support Services was the JumpStart Program (Summer 1998) a month-long series of workshops designed to enhance both the academic and survival skills of new students.

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

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

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

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

The Felician College Archives was initiated in 2000.

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

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

Fall of 2001 witnessed the inauguration of the new Core

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

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

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

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

In 2001, the first online degree program, the Master of Arts in Religious Education, was offered.

In 2001, the title of "Division Director" was changed to "Division Dean."

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

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

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

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

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

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

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

The Fast Track RN-BSN program began in the fall semester of 2003. Designed for the working nurse seeking an accelerated pace of study, it is a 19-month, one day per week program for Registered Nurses with an Associate Degree (or Diploma) in Nursing. In 2003, the New Jersey State Department of Education approved the School Nurse/Health Education Post

Baccalaureate Certificate Program. The first class of students was admitted in January 2004.

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

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

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

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

The Associate Degree in Nursing Program graduated its last class on December 30, 2004 and closed.

Students seeking to study nursing apply to the Generic BSN Program.

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

The position of Associate Dean was created in 2005.

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

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

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

Webcasting started in September of 2006.

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

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

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

In the fall of 2006, the College began offering a Bachelor

of Science degree in Criminal Justice; 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; and the Division of Teacher Education began the TEAC

national accreditation process, while also expanding 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.

In May of 2008, the first East Orange General Hospital off-campus cohort of RN/BSN Fast Track nurses graduated, and 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. 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. That semester, 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 Fall 2010, the Division of Business and Management Sciences began to offer both a B.S. and M.S in Healthcare Administration.

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.

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.

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 includes a Nursing Resource and Simulation Center, hi-tech eLibrary, and classrooms – all thoughtfully designed to facilitate personal interaction within a state-of-the-art technological environment.

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

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

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

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

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

years, the Post-Graduate APRN Certificate Program for a full ten years, and the Master's Degree Program in Nursing for a full ten years.

The first cohorts of the Saint Barnabas Medical Center RN/BSN Fast Track and MSN Executive Leadership programs graduated in May 2014.

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.

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

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

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

In Fall 2016, the School of Business began to offer a Doctorate of Business Administration.

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.

On June 16, 2017 the State of New Jersey approved the Bachelor of Science in Exercise Sports Science program, which is housed in the School of Arts & Sciences.

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 Maas Medical Center in Belleville, NJ.

The International Accreditation Council for Business Education awarded accreditation to all Business Programs in the School of Business on December 31, 2017.

The Forever G.I. Bill was signed into law, effective January 1st, 2018.

In Spring 2018, the School of Arts & Sciences launched the 2+2 Bachelor of Arts degree in Psychology at Middlesex County College.

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.

In Fall 2018, the first RN to MSN cohort started as an online program for RNs seeking their MSN degree.

On October 17, 2018, the first cohort for the Fast Track RN/MSN program began online.

The first Clara Maass Medical Center cohort of the RN/BSN Fast Track program graduated in May 2019.

In August 2019, the first cohort of the Hybrid Accelerated BSN program began at the new Nursing Resource and Simulation Center in Parsippany NJ.

August 26, 2020: The first cohort for the Post Master's Certificate in Adult Oncology Nurse Practitioner program started in partnership with the John Theurer Cancer Center.

In December 2020, the first cohort of the Hybrid Accelerated BSN program graduated from the program.

In 2019, the Nursing Education track of the Master of Science in Nursing program was suspended.

In 2022, the Nursing Administration track of the Master of Science in Nursing program was suspended.

On May 19, 2023, the School of Nursing split from the Mu Theta at-Large Chapter and chartered its own Chapter of Sigma Theta Tau International Honor Society of Nursing called Alpha Beta Chi.

In August 2023, the RN to BSN Program, DNP, and Post Master's Certificate in Adult Oncology Nurse Practitioner program were suspended.

In October 2023, CCNE conducted an onsite visit for the BSN, MSN, DNP, and Post-Master's Certificate programs. In May 2024, the RN to MSN Program was taught out and closed.

In July 2024, the School of Nursing was renamed the School of Nursing and Health Sciences.

III

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

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

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

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

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

on the pierced Heart of Mary.

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

Mission Statement

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

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

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

Vision Statement

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

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 27 bucolic acres along the banks of the Saddle River 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.

The John J. Breslin Performing Arts Center and the Goya

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.

Kirby Hall, a five story 48,000 square foot structure completed in 1994, houses academic classrooms, seminar rooms, laboratories, chemistry facilities, and faculty offices. The design of the building facilitates interaction between faculty and students with numerous lounges, small conference areas, and tutorial rooms. It is a barrier-free facility.

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, Felician University Library houses the print collections for each of the Schools (Arts & Science, Business and Information Sciences, Education, and Nursing and Health Sciences). The curriculum collection, a special collection of children's educational and literary materials, is held in the Audrey Toron Room. 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 a computer laboratory. All electronic resources can be accessed through the Felician University Library's website (Library - Home) on-campus and off- campus, by entering the Felician 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 and 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 President's office. 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 Court and Elliott Terrace. Both buildings have housing organized around student suites containing semi-private baths.

Residence Life is located in Elliott Terrace, Lower Level.

The Student Center contains the Falcon's Nest, weight room, lounge and meeting spaces. The Joe and Joal Job Gymnasium (the JJJ Gym) building also contains the Campus Cafeteria on its lower level. Classes are offered in Martin Hall, Sammartino Hall, and Blessed Mary Angela Hall. The School of Education is located in Sammartino Hall. The School of Business is located in Martin Hall. In the spring of 2013 grant funding was obtained, and plans finalized, for the transformation of the building formerly known as Messler Library into an Education Commons, which includes a Nursing Resource and Simulation Center, and classrooms – all thoughtfully designed to facilitate personal interaction within a state-of-the-art technological environment.

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

Consumer Information

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 ensure 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

The website on which consumer information resides is
Campus Safety - Felician University of New Jersey

Admissions Information

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 one to two 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

A completed application for admission with a non-refundable \$40.00 application fee.

1. Official transcripts from ALL previously attended post-secondary institutions.
2. (For some programs) Letters of Recommendation.
3. (For some programs) A copy of current professional license.
4. A Personal Statement, Interview and/or Résumé may be requested.
5. (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

An international student whose native language is not English will be required to submit his/her score on an English-proficiency exam that was taken within two years of his/her application to Felician University. The following is a list of accepted, exam scores:

- 80 – TOEFL iBT
- 6.5 -- IELTS
- 53 – PTE

A student may be exempt from submitting a score on an English-proficiency exam if he/she satisfies one of the following criteria:

- Has earned at least thirty non-remedial credits from an accredited institution of higher education inside of the United States or other native-English-speaking country
- Has achieved an ELS English for Academic Purposes Level 112 Completion Certificate within two years of his/her application to Felician University

Foreign Academic Credentials

An international student whose academic credentials are from an institution of higher education that is located outside of the United States will be required to have any undergraduate or graduate credentials screened by an evaluation service that is an official member of the National Association of Credential Evaluation Services (www.naces.org).

Graduate Transfer Credit Upon Admission

Felician University will grant transfer credit only for previous University work 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 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 and through their application portal. Upon admission to Felician University the following steps must be taken before enrollment:

- A one-time, non-refundable Confirmation of Enrollment deposit of \$150.00 must be received prior to registration for classes. The full amount of this deposit is credited to the student’s account for tuition only.
- 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.
- If planning to reside on campus, an additional \$200.00 non-refundable deposit is required.

Office of Student Accounts

Student Financial Services

Felician University provides student account services, including billing information and tuition management counseling. Student payments that are received within the office or online are posted to the student account and visible on the self-service portal, within the My Felician Hub. The student account office collects and manages delinquent accounts through the assistance of outside collection agencies.

Contact Information"

Main Telephone Number: (201) 559 – 6045
Email Address: studentaccounts@felician.edu

Office Hours

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

Payment Information

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

Payments can be made using the following methods:

Personal Check, Money Order, 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 (Do not mail Cash) can be mailed to:
 - 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.

Felician University assesses a \$50 returned payment fee for each declined payment, including installment payments that are part of a payment plan and payments made by check. A returned payment hold (NSF) is placed on the account until the declined payment and assessed fee have been paid.

The Office of Student Accounts reserves the right to refuse personal checks from students, whose previous check payments have been returned more than once. These students will be required to submit payment by money order, credit card, or certified check.

Credit Card

- Credit Card payments can be made online through the Felician Payment Center. 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.
- All credit card transactions will have a non-refundable service fee of 2.85% added to each payment, minimum charge of \$3.00.
- Save time and pay online. 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

Felician University has partnered with Flywire to streamline the tuition payment process for our international students. Flywire provides excellent foreign exchange rates that allow students to pay in their home currency (in most cases). Flywire is the only authorized portal used to process international payments on behalf of Felician University. All international payments must be made through Flywire, Felician University's' approved servicer for wire transfer.

Web Payment

Payment can be made through the Felician University Payment Center. 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 Self-Service, in the Financial Information section. Felician University accepts Visa, MasterCard, American Express, and Discover. All credit card transactions will have a non-refundable service fee of 2.85% added to each payment, minimum charge of \$3.00. Payment can also be made by Electronic Check; 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 instituted a monthly payment plan, which 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:

- Students in traditional or cohort undergraduate or graduate programs are allowed to participate, with the exception of ABSN students
- 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 enroll for each year and each semester. Enrolling in a payment plan for one term does not mean a student is enrolled for the following term.

To enroll in a payment plan, please visit the Felician Payment Center.

Employer Sponsored Tuition

Assistance Programs

Tuition Reimbursement

Students who receive tuition reimbursement directly from their employers are required to pay their term bill in the same manner as all other students based on posted tuition and fee due dates. Reimbursement agreements are solely between the student and their employer. Payments cannot be postponed until students receive their reimbursement from their employers.

Letter of Credit and Vouchers

Students participating in an employer tuition assistance program should obtain the appropriate paperwork from their employers. The documentation should be emailed to studentaccounts@felician.edu. All documentation presented to the University for the purposes of assisting with tuition should contain the student's name, the semester of payment and terms of the agreement. If there are tuition and fees that are not covered by the agreement, the student must pay the remaining semester term bill based on posted tuition and fee due dates.

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 and enrollment in class, and the aid has been credited to the student's account.

Credit balances created with Title IV funds will be refunded to the student no later than fourteen days after the balance occurs 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 can be issued electronically via direct deposit once a student sets up an E-Refund profile on the Payment Center. If not, refund 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 180 days.

Uncashed refund checks after the 180-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 uncashed student refund checks for New Jersey residents 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. The notice will be sent two to three months prior to November, giving the student the opportunity to request payment of these funds.

1098 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 in the Felician Payment Center no later than January 31st of each year. Students can save time waiting for their hardcopy of the form 1098T by accessing an electronic copy online.

Students who do not consent to electronic delivery will receive a hardcopy of their 1098T form mailed to the address on file with the University. 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 tax form.

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

- Box 1 – Shows the total payments received by an eligible educational institution within tax year from any source for qualified tuition and related expenses less any reimbursements or refunds made during tax year that relate to those payments received.
- Box 2 – Reserved.
- Box 3 – Reserved.
- Box 4 – Shows any adjustment made by an eligible educational institution for a year prior for qualified tuition and related expenses that were reported on a prior year Form 1098 -T.
- Box 5 – Shows the total of all scholarships or grants administered and processed by the eligible educational institution during the calendar year.
- Box 6 – Shows adjustments to scholarships or grants for a prior year.
- 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.

IRS Form 8300

Felician University is required by law to report receipt of more than \$10,000 in cash over the course of a twelve-month period to the IRS by filing IRS Form 8300. Money orders, cashier's checks, and traveler's checks are considered cash payments.

Personal and corporate checks are not considered cash payments. The Office of Student Financial Services will notify students once a Form 8300 has been filed for them.

For additional information and instructions on Form 8300, please see IRS Publication 1544 or visit irs.gov.

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 Financial Services and may differ depending on the individual traditional or non-traditional program.

Information obtained from any other area of the University regarding these issues is not binding. Please contact the Office of Student Accounts for policy information and tuition and fee rates for your specific program.

If students are unable to, or choose not to attend Felician University, they must officially withdraw from their course(s). It is imperative that the student follows the posted withdrawal refund deadlines.

Withdrawals after the Drop/Add period (last day for 100% refund) will result in the student being liable for all or part of their charges. Please see the Return of Funds portion of the Undergraduate/Graduate Catalogs for Withdrawals Process and Policy.

Room and Board must be paid along with tuition and fees by the posted payment deadlines 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 Office of Student Accounts Collection Department. Upon receipt of this notification, their payment must be made immediately. Students will first be asked 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. The University no longer holds transcripts, if you need to obtain your official transcript, please log into www.parchment.com. If you have any questions, please

contact the Office of Student Accounts at 201.559.6045.

Withdrawal Refund Policy

Traditional students withdrawing from a course(s) are required to request in writing a Drop/Add through the Office of the Registrar. Drop/Add requests must be sent on Felician email to the Office of the Registrar in a timely fashion. Withdrawal refunds will be calculated on the date the request is received by the Office of the Registrar, not by the last date of attendance. All fees are non-refundable after the 100% withdrawal period.

Traditional Term Refund Schedule:

- 100% Refund – Before add/drop deadline
- 75% Refund – Before the start of the second week of the semester
- 50% Refund – Before the start of the third week of the semester
- 25% Refund – Before the start of the fourth week of the semester
- 0% Refund – After the fourth week

The withdrawal refund dates for the traditional semesters during the 2025-2026 academic year for tuition and room/board is as follows:

**2025-2026 Traditional Term
Withdrawal Refund Policy**

Fall 2025

Last Day for 100% Refund (Drop/Add Period)	Tuesday, September 2, 2025
Last Day for 75% Refund	Monday, September 8, 2025
Last Day for 50% Refund	Tuesday, September 15, 2025
Last Day for 25% Refund	Monday, September 22, 2025

**Withdrawal on or after
September 23, 2025 is 0%
Refund**

Winter 2026

Last Day for 100% Refund (Drop/Add Period)	Sunday, December 21, 2025
---	------------------------------

**Withdrawal on or after
December 22, 2025 is 0%
Refund**

Last Day for 100% Refund (Drop/Add Period)	Monday, January 19, 2026
Spring 2026	Monday, January 26, 2026
Last Day for 50% Refund	Monday, February 2, 2026
Last Day for 100% Refund (Drop/Add Period)	Monday, January 19, 2026

Last Day for 75% Refund	Monday, January 26, 2026
Last Day for 50% Refund	Monday, February 2, 2026
Last Day for 25% Refund	Sunday, February 9, 2025
Withdrawal on or after February 10, 2026 is 0% Refund	Wednesday, May 20, 2026

Summer-1 2026	Tuesday, June 30, 2026
Last Day for 75% Refund	Wednesday, July 1, 2026
Last Day for 100% Refund (Drop/Add Period)	Tuesday, May 19, 2026
Last Day for 75% Refund	Wednesday, May 20, 2026
Withdrawal on or after May 21, 2026 is 0% Refund	

Summer-2 2026	
Last Day for 100% Refund (Drop/Add Period)	Tuesday, June 30, 2026
Last Day for 75% Refund	Wednesday, July 1, 2026
Withdrawal on or after July 2, 2026 is 0% 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 Discount: 10% off tuition for eligible family members (spouses, siblings, dependent children) enrolled full-time in traditional undergraduate programs.

- Applies to tuition only; fees are not discounted.
- Cannot be combined with any other discount.

Alumni Discount: \$100 per credit discount for Felician University graduates enrolling in a graduate degree program.

- Applies only to graduate-level coursework.
- Cannot be combined with other discounts.

EdAssist Discount: 30% off tuition for employees of EdAssist partner organizations.

- Applies to tuition only and excludes mandatory, comprehensive, and course fees.
- Students must submit verification and apply for the discount by the add/drop deadline of the current term.
- No retroactive discounts will be applied.

Catholic School Teachers Discount: 10% off tuition for eligible teachers in a catholic school enrolled full-time.

- Applies to tuition only; fees are not discounted.
- Cannot be combined with any other discount.

Last Class Free (Partnership Perk): Reserved for employees of corporate, non-profit, and school district

partners.

- Eligible programs: Traditional undergraduate, accelerated undergraduate, and master's programs.
- Certificate programs do not qualify.
- Students must notify the Student Accounts Office by the add/drop deadline to receive this benefit.

Discount Eligibility and Limitations

- Only one discount may be applied per student per term. If multiple discounts apply, only the higher discount will be awarded.
- Discounts apply only to tuition and do not cover fees unless explicitly stated.
- Discounts are not applied retroactively.

Administration and Compliance

- Students must submit discount eligibility documents to the Office of Student Accounts by the add/drop deadline each term.
- The Office of Financial Aid will ensure compliance with all financial aid regulations regarding tuition discounts.
- The Vice President for Enrollment Management oversees all discount policies.

Financial Information

Tuition and Fees: 2025-2026 Academic Year

The following tuition and fee rates apply to both degree and non-degree students. Undergraduate students seeking to enroll at a part-time (1-11 credits) status will have a tuition rate calculated on a per credit basis. Students seeking to enroll full-time (12-18) will be charged a flat rate tuition. Students enrolled in courses exceeding 18 credits will be charged at the published per credit rate.

2025-2026 Tuition and Fees

Undergraduate

Full-Time Tuition (12 to 18 credits)	\$18,990 per semester
Traditional Undergraduate	\$1260 per credit
Certificate Undergraduate	\$397 per credit
Winter Term Tuition	\$595 per credit
Summer Term Tuition	\$695 per credit
Cohort Undergraduate	\$375 per credit
Accelerated Bachelor of Science in Nursing (ABS _N)	\$855 per credit
Non-Matriculated ABS _N	\$400 per credit

Master's Program

School of Business and Information Sciences Graduate Programs

MBA On-Ground	\$540 per credit
MBA Online	\$540 per credit
MBA in Health Care Administration	\$540 per credit
MBA Executive Leadership	\$540 per credit
Master's in Cyber Security	\$825 per credit
Master's in Computer Science-Online	\$755 per credit

Master of Science in Data Science	\$825 per credit
-----------------------------------	------------------

School of Nursing Graduate Programs

Master of Science in Nursing: Family Nurse Practitioner	\$793 per credit
---	------------------

Master of Science in Nursing: Adult Gerontology Primary Care Nurse Practitioner	\$793 per credit
---	------------------

Master of Science in Nursing - Psychiatric Mental Health Nurse Practitioner	\$793 per credit
---	------------------

School of Arts and Sciences Graduate Programs

Master of Arts Counseling Psychology	\$960 per credit
--------------------------------------	------------------

Master of Arts Counseling Psychology Online	\$960 per credit
---	------------------

Master of Arts in Religious Studies	\$365 per credit
-------------------------------------	------------------

School of Education Graduate Programs

Master of Arts in Education: Special Education	\$755 per credit
--	------------------

Master of Arts in Education: Educational Leadership	\$755 per credit
---	------------------

Graduate Programs in Applied Behavior Analysis and Autism Studies	\$755 per credit
---	------------------

Graduate Certificate Programs	\$397 per credit
-------------------------------	------------------

Doctorate Programs

Doctorate in Counseling Psychology	\$1205 per credit
Doctor of Nursing Practice	\$1235 per credit
Doctor of Business Administration	\$1110 per credit

Non-Matric

Dual/PWD/Lodi/Paterson	\$75 per credit
DEED1	\$8,000 flat rate
DEED3	\$10,250 flat rate
DEED4	\$10,250 flat rate
Exchange	\$1260 per credit
Reed	\$75 per credit
OCICU	N/A

Housing & Food

Housing (Super Single)	\$12,080 per semester
Housing (Single)	\$9,805 per semester
Housing (Double)	\$7,655 per semester
Housing (Triple)	\$6,840 per semester

HOTEL	\$7,655 per semester
AVE DOES NOT INCLUDE MEAL PLAN	\$6,683 per semester
Winter Break DOES NOT INCLUDE MEAL PLAN	\$1,082
Summer 1 DOES NOT INCLUDE MEAL PLAN	\$1,082
Summer 2 DOES NOT INCLUDE MEAL PLAN	\$1,082
Food Plan - Included in housing charge -	\$2,120

Additional Fees

Comprehensive Fees Full-Time	\$1,090 per semester
Comprehensive Fees Part-Time/Graduate	\$355 per semester
Mandatory Fee- Full-Time	\$340 per semester
Mandatory Fee- Part-Time	\$215 per semester
Mandatory Fee- No Comp Fee	\$65 per semester
Orientation Fee	\$125
Graduation Fee	\$150
Summer Comprehensive Fee	\$340
Accident Insurance Fee	\$11
PLA Assessment Fee	\$300
MSN Program Fee*	\$1003 per semester
SOBIS Inclusive Access Fee (Cengage)	\$175 annually

Course Fees

Art Studio Fee	\$215 per course
Art Special Fee (ART 362)	\$365 per course
Graphic Arts Lab	\$355 per course
Music Course Fee	\$380 per course
Music Lesson Fee	\$315 per course
Computer Science Lab	\$355 per course
MBA Fee	\$265 per course
All Lab Science Course Fees	\$410 per lab
ED 100-200-300-304-400	\$151 per course
ED 404	\$380 per course
Nursing Clinical Lab UG course	\$1216 per lab
Nursing Clinical Lab GR course	\$1245 per lab
Dual Enrollment Fees (Weehawkin), Off campus, Felician Instructor	\$55
ATI Fee: Year 1	\$3,450
ATI Fee: Year 2	\$3,600
ATI Fee: Year 3	\$3,750
ABS N ATI Fee	\$1,009

Beginning in the 2025–2026 academic year, the university will implement a new MSN Program Fee designed to simplify billing, improve transparency, and provide better cost predictability for students.

The MSN Program Fee covers:

- The Comprehensive Fee, which supports a broad range of university services including instructional costs, student activities, campus facilities, and administrative resources.

- The Mandatory Fee, which provides essential services such as academic support, career services, and health services.

Therefore, MSN students are NOT charged the listed Comprehensive and Mandatory Fees, since they are covered under the MSN Program Fee.

In addition, this program fee helps to defray the cost of:

- Clinical Fees, related to the delivery and coordination of clinical coursework.

- Preceptor Fees, which support the recruitment, placement, and support of qualified preceptors in clinical settings.

All PLA fees for Veterans will be waived.

*

MSN Program Fee (Effective 2025–2026 Academic Year and Beyond)

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 \$100 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.

Office of Financial Aid

General Information

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

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

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

Students applying for financial assistance are considered for every program for which they are eligible. The amount awarded may consist of a combination of grants, loans, and employment, and is based on the student's financial need. The Office of Financial Aid determines all federal aid awards based on the Federal Methodology legislated by the federal government. By filing the FAFSA, a student is applying for federal, state, and institutional aid. Each FAFSA file is reviewed for completeness and accuracy. The University may request additional information from the family to confirm that the information reported on the FAFSA is correct. The FAFSA collects information about the student and student's family including demographic information (name, address, citizenship status and residency status), the number of members in the family, the number of family members in college, income, assets, etc. The form requests information from the prior-prior-tax year (for example: for September 2023 applicants, information from the family's 2021 federal tax return will be required).

Federal Direct Subsidized and/or Unsubsidized Loans are offered as part of a financial aid package. Federal Direct Parent and/or Graduate PLUS Loans and/or student educational alternative loans may be recommended to help cover remaining costs including tuition, fees, books and supplies, and on campus room and board, if applicable.

Students may request additional loan funds to finance educational expenses up to the cost of attendance, contingent upon federal guidelines and loan approval.

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 degree program of a higher level, the Felician University Alumni Grant is awarded at the rate of \$100.00 per credit for non-discounted courses offered. To maintain ongoing eligibility for the award, a student must maintain a cumulative GPA of 3.00 in their current program. The grant cannot be applied to tuition for courses offered by off-site partnership institutions or study abroad. It also cannot be combined with cohort, ministerial or Catholic school teacher discounts for Felician University programs.

Felician University Military Grant:

Veterans and those who served in the United States Military during any conflict era and their spouse 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 half-time 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 Home | Federal Student Aid. The maximum loan limit for each 12-month period of enrollment for a Graduate Student is \$20,500 per year.

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 enrollment. 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 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 in which you teach 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.

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 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 1-888GI-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,TM individuals that entered the military after June 30, 1985, may be eligible for educational benefits under this program.

Post-9/11 GI Bill:TM

The Post-9/11 GI Bill (Chapter 33)TM is for students with at least 90 days of aggregate military service on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. The program became effective on August 1, 2009 and is limited to those veterans with an honorable discharge. The program provides funding for tuition, fees, books, supplies, and a monthly housing allowance (up to the maximum determined yearly for the Post 9/11 GI BillTM).

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 BillTM (see above). Felician University will match the VA contribution so the total amount available to the student from the Post-9/11 GI BillTM and the Yellow Ribbon Program will cover the entire cost of tuition & fees at Felician University.

Other Veterans' Benefits:

Additional Veterans' Educational benefits for dependents and widows of veterans that died in service-related causes are available. Individuals in the Selected Reserve (Chapter 1606) also may be eligible for VA educational benefits. For additional information regarding Veterans' Educational Benefits, contact the State of New Jersey Department of Military and Veteran Affairs State

Approving Agency, PO Box 340, Eggert Crossing Road, Trenton, New Jersey 08625.

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

1. Students receiving financial aid must be making satisfactory academic progress according to the University's policy. See the academic section of catalog.
2. 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-551) or an Arrival-Departure Record (I-94) from the Department of Homeland Security showing any one of the following designations: "Refugee," "Asylum Granted," "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 F-1 or F-2

student documentation of permanent residency status may be required prior to the awarding of financial aid.

3. Students must not owe a refund to any federal (Pell, FSEOG) or state grant (NJ TAG, EOF and/or Distinguished/Urban Scholarship) to receive financial aid.
4. Students will not be eligible to receive financial assistance from any source (federal, state and college) if they are in default on a student loan received through any federal program (Federal Perkins Loan, Federal Direct Loans, Federal Direct PLUS Loans, Federal Stafford Loan and/ or Federal PLUS Loan).
5. Students awarded grants/scholarships from Felician University may not receive total grants/ scholarships from all sources (institutional, federal, state and external aid) in excess of the total cost of tuition, comprehensive fees, and room and board, if applicable.
6. In no case can a student's total aid package from all sources (grants/scholarship, loans, and/ or Federal Work-Study) exceed the student's cost of education.*

*Undergraduate students in their final semester needing fewer than 12 credits to complete their degree requirements will be considered full- time students.

Note: Federal Student Aid Regulations supersede this policy when determining eligibility for federal aid. NJ grants will not be awarded on a full-time basis under this clause if the student was not enrolled full- time in the prior semester.

Verification Policies

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

Treatment of Financial Aid When A

Student Withdraws

Return of Funds Policies and Procedures

Felician University will provide a fair and equitable refund to all students who leave school prior to the completion of an enrollment period for which they are charged. Students who withdraw from school are subject to the Tuition Refund Policy issued by of Student Financial Services Office at the start of each semester or term. Students are awarded financial aid to attend school. If a student ceases attendance or withdraws, prior to the completion of an enrollment period, a 'return of funds' calculation must be performed to determine the amount of aid a student has earned and may keep based on Federal Title IV, State of New Jersey, and/or Institutional policies and regulations.

Policies for Return of Funds

- Federal Title IV 'return of funds' calculation is determined in accordance with the Return of Title IV Funds policy. Changes to federal law may affect this policy.
- State 'return of funds' calculation is in 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 Office of Student Accounts.

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 earns is determined on a prorated basis based on the withdrawal date. For example, if a student completes 30% of the payment period, 30% of the financial aid originally scheduled to be received is earned. Once a student completes more than 60% of the payment period, all of the

financial aid scheduled to be received 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:

- Determine the Withdrawal Date
- Calculate the percentage of the enrollment period completed
- Calculate the amount of Title IV assistance the student can keep
- Determine the amount of Title IV funds to be returned or repaid to the financial aid programs
- Federal student financial aid will be returned to the federal government in the following order: Unsubsidized Direct Loans, Subsidized Direct Loans, Direct PLUS/Grad PLUS Loan, Federal Pell Grant, Federal SEOG Grant, Teach Grant, other federal sources of aid
 - **If the student officially withdraws (with proper notification):** The withdrawal date is the date Felician determines the student either began the withdrawal process, or the date the student provided official notification to Felician, in writing or orally, of his or her intent to withdraw.
 - **If the student unofficially withdraws (ceases attendance without proper notification):** The withdrawal date is the date Felician documents as the student's last date of attendance at an approved academic related activity. If attendance cannot be determined in all courses, 100% of the federal aid must be returned.
- If a student has questions about Title IV program funds, information is also available on the Web at Home | Federal Student Aid.

Procedure for Determining the Return of State Funds

If a state aid recipient (Tuition Aid Grants, EOF Grants, Bloustein Distinguished Scholarships and/or Urban Scholarships) is due a refund in accordance with the institutional refund policy, the University must return a

portion of the student's State award(s) to the NJ Higher Educational Assistance Authority (HESAA). To calculate the total amount to be returned to the State, the University will multiply the institutional refund by the following fraction: amount of State aid awarded for the payment period divided by the total amount of financial aid (excluding work- study earnings) for the period.

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

Procedure for Determining the Return of Institutional Funds

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

Students Rights and Responsibilities

Students have the right to:

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

Students have the responsibility to:

- advise the Financial Aid Office whenever they change their 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 their Financial Aid Award Notice.
- inform the Financial Aid Office if they expect to withdraw or take a leave of absence. Refer to the Office of Student Account's section of the catalog regarding the school's refund policy.
- provide the Financial Aid Office with all verification materials requested.
- meet their financial obligations to the University.
- know and comply with the rules governing all financial aid they receive.
- read and understand all materials sent by the Financial Aid Office.
- accept responsibility for all agreements that they sign and keep copies of all materials for their 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 their federal tax return.

Standards of Academic Progress

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 or Doctoral 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

Treatment of Courses Which are not

Completed

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; the student must successfully meet the requirements of the course and 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 and Reestablishing Eligibility

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 Reinstatement of Financial Assistance' available in the Financial Aid Office.
- An appeal will be reviewed by the SAP Appeals Committee which is comprised of multidisciplinary members of the staff and faculty.
- Appeals must be submitted within the established deadlines. Appeal requests submitted after the deadline will not be accepted if the SAP Appeals Committee has met for the final time prior to the start of classes.
- Appeals are granted for one semester contingent upon

an 'academic plan' outlining the academic requirements which must be fulfilled by the student. If the appeal is accepted, the student will be placed on 'financial aid probation'. An 'academic plan' must ensure the student will meet the standards by a specific time.

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

Financial Aid Probation

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

Academic Plan

Students who fail the satisfactory progress check at the end of the academic year may only receive aid for the following semester if they successfully appeal. An 'academic plan' outlining the academic requirements, which must be fulfilled by the student, will be provided. A requirement of the plan may include regular scheduled meetings with an academic advisor. Reinstatement of aid will be 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 them into compliance with the SAP Policy. A student granted an appeal based on an 'academic plan' is placed on 'financial aid probation,' and 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.

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 Admissions 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; Master of Science; Doctor of Psychology; Post-Masters Certificate; Graduate Initial Teaching License; Endorsement.

A non-matriculated student is defined as any student who has not formally been accepted through the Admissions 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 MARS 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 once accepted into a graduate program.

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, 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 of papers prepared by commercial or noncommercial agents and submitted as a student's own work.
 - Submission of work downloaded from the internet. This includes entire essays or partial downloads if the source is not cited properly.
 - Submission of work prepared for another course without specific prior authorization of the instructors in both courses. Use of a student's own work, whether prepared in the relevant class or in another, is governed by all the rules of scholarship mentioned in the above section on plagiarism. A student may use citations, sources, whole sections of a paper so long as proper acknowledgement is made and the written permission of any instructors involved has been secured.
- Falsification of results of study and research. Any falsification or being accessory to the altering or falsifying of class records or other materials submitted to demonstrate compliance with course requirements or to obtain class credit, including falsifying records of class attendance, attendance at required events or events for which credit is given, or attendance or hours spent at internships or other work service.

Honor Code Violation Reporting Procedure

1. All faculty and adjuncts will document in the course syllabus how honor code violations will be sanctioned at the course level. In addition, the syllabus will contain links to the graduate catalog'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 Vice President for Academic Affairs. The 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.

**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.*

Hold Policy

Students whose accounts have been placed on hold for any reason must resolve the problem within the first one-fifth of the semester. Holds on students who are enrolled in fully on-line courses must be resolved prior to the beginning of the course.

Students who do not settle their holds 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 and 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 they are 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 section 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 Hub account to view courses for which you are officially registered.
- Contact the Registrar's Office or the Office of Student Accounts if you do not see a course for which you are registered. Cohort students should contact their 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.
- 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.

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.
- Use is for the performance of course-work as required by the professor teaching the course you have officially registered for;
- User will display all copyrighted notices and retain any other copyright and other proprietary notices on all copies made;
- 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; user will not copy the course delivery system used in the website for any commercial or non-commercial purpose;
- User will not copy any codes or graphics contained in this site, except those graphics used in courses,

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:

subject to the above terms;

- User will not share any information about the functionality of the courses in this web site with any party outside of the University system;
- 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;
- User understands that he/she is subject to the Copyright laws of the United States of America, and will not violate those laws.

Degree Conferral

Graduation

Felician University has three conferral periods (January 30th, May 30th, and August 30th) per academic year culminating in one commencement ceremony in May.

Each graduate student is responsible for applying for graduation via their Felician HUB once they have earned 21 credits (50 credits for Doctorate programs). In order to be eligible for graduation, this process must be followed.

Once the student's application for graduation is received, the degree-granting procedures are initiated and the eligibility of the candidate for graduation is determined.

University Residency Requirement

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	3.760
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 Nonattendance	64 or below	0.000

Graduate Student Grade Appeal Process

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 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 Chair of the department which offers the course. 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 exam grades
- 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 shall 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 shall 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 from 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 this meeting, all those members of 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 the student, professor, and the sub-committee members.

Section D

The following procedure will be used by the sub-committee:

- The student will first present his/her case.
- The sub-committee members may ask relevant questions concerning the student's case.
- The faculty member will present his/her case.
- The sub-committee members may ask relevant questions concerning the professor's case.
- The sub-committee will deliberate in private. (All parties not on the sub-committee will be asked to leave.)
- The Chair of the sub-committee will take a vote by secret ballot.
- The Chair of the sub-committee will make 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 of the decision 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.

Audit Policy

Students have the option of auditing a course. A request to audit a course must be made at the time of registration and may not be changed after a course is in progress. Courses enrolled on an audit basis do not carry college credit and will not fulfill the prerequisite requirements for higher-level courses. Additionally, students cannot participate in examinations, nor will students 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 states that the student must be enrolled for 18 credits during the academic year, and these credits must be divided equally among 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	Terms per Academic Year	Required Number of Credits for Full-time Enrollment	Total Credits per Academic Year for Full-time Enrollment
Semesters	2	9	18
Trimesters	3	6	18
8-week Modules	6	3	18

- Notes:

- *Terms per Academic Year x Number of Credits per Term = Total Credits Required*
- *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 notify their instructors about making up missed coursework. Under certain circumstances, and Incomplete grade may be

assigned; in other cases, the student may have to withdraw officially from the course.

Academic Probation Dismissal 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 Academic 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

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.

Changes to Registration

Cancellation of Courses

Courses may be cancelled from the semester or term schedule because of insufficient enrollment or other reasons determined by the Vice President of Academic Affairs.

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 incurs 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 Attempts and Repeats

Course Attempt

Courses are considered an “attempt” the day after the close of the initial Drop/Add 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 Period

A student may drop a course up to the final day of the Drop/Add period. After this date, all courses will appear on the transcript. A grade of “WD” will be assigned to

students who drop a course before the last date to withdraw officially without academic penalty.

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

Students 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.

Notes:

- Students who fail to withdraw officially (i.e. drop the course by emailing the Office of Registration and Records from their Felician email accounts) 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 email the Office of Registration and Records from their Felician email accounts.
- Matriculated students enrolled in only one course who wish to withdraw from that course must also process Official Withdrawal or Leave of Absence forms on the Hub.

Transcript of Records

The University regards the student’s transcript as a personal and private document, which is released only upon authorization of the student and payment of the required fee. Parchment, a third-party vendor, handles the University’s transcript requests; their platform can be reached through the Office of Registration and Records web page on felician.edu. Transcripts are available for electronic and mailed delivery. Parchment also offers expedited overnight delivery options available at additional costs.

Official transcripts are transmitted or mailed between institutions or are released to students or graduates in a sealed envelope (unofficial student copies are available, as well through the Felician HUB or sent through Felician student emails). 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 transcripts during periods of commencement, registration, and examination/grade preparation. Transcripts are maintained by the institution in perpetuity.

Official Withdrawal and Leave of Absence

Withdrawal Process

Official Withdrawal

An Official Withdrawal is when a student withdraws from ALL their classes and from the University. An application must be completed and signed by the student during the mandatory exit interview with the University's Retention Specialist. The effective date is the date the student signs the Official Withdrawal form.

We can be reached by email at LOA@felician.edu.

Unofficial Withdrawal

1. Matriculated students who stop attending classes and are denied a Leave of Absence 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.

Leave of Absence

Felician expects its students to maintain continuous enrollment in an academic program except for approved breaks. However, it is sometimes necessary for a student to take a temporary leave with a reasonable expectation that the student will return from the leave.

Any student wishing to take a leave of absence from the university is strongly encouraged to discuss their options with their academic advisor before submitting their LOA request. The students' academic advisor can review options, implications, and alternatives; they can also advise the student on appropriate next steps if their decision to arrange a leave of absence is final. Next steps vary from student to student, depending on individual circumstances.

All requests for leave of absence must be completed through the student's Felician HUB. Once submitted, your request will be reviewed for processing.

The University is committed to approving requests for

leave in a responsible manner. This policy is designed to allow a student the flexibility to take a temporary break, for one semester (as is required by Federal Regulations), from their academic program. Upon return, a student will not be required to apply for readmission to the University.

Students on a leave of absence may not enroll as a degree candidate at another institution. If you are absent for a semester without arranging for an approved leave, re-enrollment into your degree program cannot be guaranteed, and your status will be considered an Unofficial Withdrawal.

If a student does not return to the school at the expiration of a Leave of Absence, the student's effective unofficial withdrawal date is the date the student began the Leave of Absence.

*When requesting a leave of absence, notification to an instructor, academic advisor, or other university staff member does not constitute a drop or withdrawal from a course or the University.

Procedures:

1. The student should discuss a leave of absence with his or her Academic Advisor.
2. Once decided, the student must complete the "Leave of Absence Form" through their Felician HUB user options and any other forms required by his or her academic program, department, or school, and provide supporting documentation.

See Treatment of Financial Aid When a Student Withdraws

Timeline and Clearing of Debts

A Leave of Absence will be granted only before the Official Withdrawal deadline date of the semester in which the student is registered. Students applying for a Leave of Absence or Official Withdrawal who are indebted to the University (have an outstanding balance with the Office of Student Accounts, owe a book or library fine, or have incurred parking fees) must clear the debt within two weeks from the date of application of the Leave. Students cannot return to Felician University until all debts have been cleared.

Withdrawal Policy for Cohorts and Non-Traditional Programs

This policy is for all programs scheduled for other than the traditional sixteen-week semester. Comprehensive fees and course/lab fees will only be refundable during the 100% withdrawal period. It is extremely important that students contact the Office of Registration and Records to ensure that official withdrawals are carried out. The date the withdrawal is processed will determine the tuition refund percentage.

The policy is as follows:

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

Withdrawal for Extenuating Circumstances

Medical, psychological, and compassionate withdrawals are initiated within Health Services and Counseling Services or at the discretion of the administration based on recommendation. Specific circumstances include:

- 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.
- 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 extenuating 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.

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

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

Family Educational Rights and Privacy Acts of 1974 -FERPA

FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that pertains to the release of and access to student educational records. The law, which seeks to protect the rights of students and to ensure the privacy and accuracy of education records, applies to all schools that receive funds under applicable programs administered by the U.S. Department of Education.

Felician University ensures that students have the right to review their educational records. If a student desires access to their official files, it is the student's responsibility to submit a request to the office in which the records are maintained. Access will be granted upon written student request from their Felician student email address, but in no case, will the time between request and access exceed 45 days.

Felician University ensures that students have the right to provide consent for the disclosure of their records. FERPA ensures that records cannot be released in other than emergency situations without the written consent of the student, except in the following situations:

- To other school officials including faculty who have legitimate cause to view
- In connection with a student's application for and receipt of financial aid
- Accrediting agencies or authorized organizations conducting Education Department research
- State or local authorities auditing or evaluating federal or state supported education programs or enforcing federal laws which relate to those programs;
- State and local authorities, within a juvenile system, pursuant to specific State law
- Alleged victim of a crime
- Parent of a dependent student as defined by the IRS, or Parent of a student under 21 regarding violation of a law involving alcohol or drug abuse
- Where the information is classified as DIRECTORY

INFORMATION.

The following categories of information have been designated by Felician University as DIRECTORY INFORMATION: Name, major, field of study, class level and status (full-time, part-time), dates of attendance, Degrees and awards received.

To deny disclosure of DIRECTORY INFORMATION, students must submit a written letter/email to the Office of Registration & Records from their Felician student email address or mailing address.

Students who choose to waive their FERPA rights or disclose selective information may do so via the Felician HUB, under "Student Records Release." Additionally, students who choose to grant viewing access to their student records information for specific persons may do so through the Felician HUB under "View/Add Person Proxy Access."

Academic Services

Center for Career and Academic Success

The Center for Career and Academic Success provides resources and programs to help students explore and define their academic and career interests, gain related experience, and prepare for employment or graduate school. The Center supports the Felician Franciscan mission of the University by promoting experiential learning, encouraging reflection and ongoing skills development, and connecting students with a network of employers and alumni.

The Center assists graduate students as they explore career pathways, develop career plans and goals, prepare targeted job search documents, and build a professional network. Students may visit the Center in Falcon Commons on both the Rutherford and Lodi campuses for an overview of our services and one-on-one meetings with career advisors. Students may also schedule virtual appointments with career advisors.

The Center offers career programs for students, including workshops, employer information tables, industry panels, and career fairs. Students also have access to a full portfolio of online career resources, including:

- Symplicity, an online hub for jobs (full-time, part-time, student employment, graduate assistant positions), internships, and resume reviews;
- BigInterview: Get hands-on practice with interview questions tailored to your major and area of interest, and benefit from AI feedback!
- FOCUS-2: Students can assess academic strengths and career readiness and learn how skills, interests, values, and personality relate to majors and career pathways;
- What Can I Do with This Major? to help students connect majors to career pathways, employers, and strategies to maximize opportunities.

Students are encouraged to contact us or stop by Falcon Commons with any questions.

Staff: Geri Perret, Assistant Dean for Career & Experiential Learning, perretg@felician.edu
Michelle Markowicz, Career and Internship Advisor,

markowiczm@felician.edu

Center for Academic Technology

Mission Statement:

Reporting directly to the Vice President of Academic Affairs, the Center for Academic Technology supports the academic achievement of both the faculty and students through technological innovation.

Objectives:

The Center for Academic Technology will:

Promote a culture of excellence and innovation in teaching and learning through conversation, action, and the integration of learning technologies.

Provide an array of professional learning opportunities to faculty and that promote the design and implementation of creative learning environments for all modalities of learning.

Provide learning opportunities to students through online workshops.

Provide learning opportunities for faculty and adjuncts through immersive workshops on ground and online.

Promote a community forum through the Academic Standing Committee of eLearning with seasoned eCertified faculty and create a mentorship program for schools.

Monitor the use of instructional technology to ensure that resources and activities used for eLearning enhance robust academic content along with the University's mission.

Ensure quality control through the 50-point rubric usage across all four school, aligning with MSCE Interregional Guidelines.

Serve as the Regis/OCIU Consortium liaison office to ensure the creation of new, and existing fully online courses to be continuously added to the consortium for

external student enrollment.

Provide administrative assistant support for academic technology through online workshops overseeing the usage of Microsoft Office Suite and Apple Apps for Education.

Facilitate the use of the D2L Brightspace (the University Learning Management System)

Ensure all instructional technology contractual obligations are continuously met with cost effective budgeting.

Ensure the eLearning ecosystem is always up to date, with full functionality for faculty and adjuncts fostering collaboration through all four schools.

Collaborate with four schools promoting external community outreach for technological innovation.

Types of Online Courses

- eCompanion – is a learning aid to an on-ground course but the entire course is taught face to face.
- Hybrid Course – is taught both on-ground and online.
- eCourse – is fully online, Undergraduate eCourses require an on-ground proctored final exam.
 - Online Exam Policy
 - Student Verification Policy for Undergraduate Fully Online Courses

If you are registered and have no financial or health holds the Datatel system will automatically enroll you into Brightspace/D2L. You will receive access on the morning of the first day of class, unless otherwise noted by your instructor.

- Check your Felician Hub account for the courses for which you are officially registered.
- Check your Felician email account for your logon instructions to Brightspace/D2L.
- Students cannot be added to a fully online course after the add/drop period for traditional 15 week courses.
- Students cannot be added to a fully online course after the first day the course begins for nontraditional

semesters.

- Students cannot be added to a hybrid or eCompanion after the add/drop period for traditional 15 week courses.
- Students cannot be added to a hybrid after the first day the course begins for nontraditional semesters
- Cohort students contact your Program Coordinator directly for registration issues.

Need Help?

What is my Felician University email account? What is my Felician Hub information?

Contact the Felician University Help Desk or call 201.559.6165.

What is my Brightspace/D2L ID and password?

Contact the Brightspace/D2L HelpDesk or call 877.325.7778.

What is my Brightspace/D2L login?

Visit the Brightspace/D2L website

Accessibility Standards Compliance

D2L is committed to reporting our web accessibility compliance openly and transparently. We believe that accessibility standards and laws are more than checklists and work with our client-led Accessibility Interest Group to ensure our Section 508 VPATs and WCAG 2.0 checklists are descriptive and accurate.

Brightspace Core Web Content Accessibility Guidelines (WCAG 2.0) Checklist

Brightspace Core – Extended Voluntary Product Accessibility Template (VPAT)

Under the Accessibility for Ontarians with Disabilities Act (AODA) 2005, we also have a Multi-Year Accessibility Plan (2014 – 2021) for D2L’s public-facing websites.

If you are having problems using this website, please email accessibility@D2L.com for assistance.

Felician University is approved by the State of New Jersey to participate in the National Council for State Authorization Reciprocity Agreements. Felician University’s Learning Management System Accessibility Standards D2L Statement

Library Services

The Felician University Library 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 Library is located on the Lodi campus and provides the information sources and services to Felician's undergraduate students, graduate students, faculty and staff.

The Library offers group study spaces, quiet study spaces, computers and printers, as well as print collections for each of the Schools (Arts & Science, Business and Information Sciences, Education, and Nursing and Health Sciences). Designated librarians serve as subject-specific liaisons to each of the Schools.

The libraries' combined information sources include over 47,000 print and 259,000 electronic books and over 20,000 electronic periodicals. Electronic resources can be accessed through the Felician University Library's website (<https://felician.libguides.com/libraries>) on-campus and off-campus, by entering the Felician University network ID and password. Material not owned by the Felician University Library may be borrowed from another library at no charge through the Interlibrary Loan Service. Please note, interlibrary loans for print materials can take up to

two weeks to receive, and the lending of electronic articles from journals may be prohibited by publisher embargoes. Speak with your liaison librarian for more information on embargoed materials.

Information services include information literacy instruction delivered through classes and workshops on the Lodi and Rutherford Campuses; reference and one-on-one research assistance is provided in-person, by phone, via email, through "Zoom" or "Teams" and via chat. Research appointments are encouraged and can be made through the Felician University Library's website (<https://felician.libguides.com/libraries>).

For hours of operation, check the Felician University Library's website, or call (201)559-6071.

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.

Information Technology Information Systems and University Helpdesk

General Information

Information Technology, Information Systems and Audio-Visual Services at Felician University strives to provide state-of-the-art technology solutions that meet the needs of our university community, and we are committed to providing the best user support possible.

User Services consists of the Help Desk, Enterprise Desktop Support, Information Service Reporting, and Audio-Visual Services. In coordination, they resolve technology-related requests, resolve technical problems, maintain, and develop technology infrastructure, and more.

For Helpdesk assistance contact helpdesk@felician.edu

201-559-6165 If you are experiencing any issues in the classroom and/or in your office, please be sure to immediately place a helpdesk ticket so that we can address the issue. Website access: <https://felician.atlassian.net/servicedesk/customer/portals>

Tutorials for Office365 & Additional assistance:
<https://felician.atlassian.net/wiki/spaces/HELP/overview>

New Locations: Lodi Helpdesk is now located on the second floor of Obal Hall: Room 204 Rutherford Helpdesk is now located in Ed Commons: 1st Level.

E Mail and Internet Policy

Every employee of Felician University is responsible for using the electronic mail (E-mail) system properly and in accordance with this policy. Any questions about this policy should be addressed in writing to the Assistant Vice President of Information Technology.

The E-mail system is the property of Felician University. It has been provided by the University for use in conducting the University's business. All communications and information transmitted by, received from or stored in this system, are the records and property of Felician University. The E-mail system is to be used for business of the University only. Use of the E-mail system by employees for personal purposes is prohibited, such as advertising apartments for rent, tickets for sale, pets for adoption, etc.

Employees have no right of personal privacy in any matter stored in, created, received, or sent over the Felician University E-mail system.

Felician University, in its discretion as owner of the E-mail system, reserves and may exercise the right to monitor, access, retrieve and delete any matter stored in, created, received or sent over the E-mail system for any reason without the permission of any employee and without notice.

Even if employees use a password to access the E-mail system, the confidentiality of any message stored in, created, received or sent from the Felician University E-mail system still cannot be assured. Use of passwords or other security measures does not in any way diminish the University's rights to access materials on its system or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed to Felician University, as E-mail files may

need to be accessed by the University in an employee's absence.

Employees should be aware that deletion of any E-mail messages or files will not truly eliminate the messages from the system. All E-mail messages are stored on a central back-up system in the normal course of data management. Assume that any E-mail message you send may remain in the University's records forever.

Even though Felician University has the right to retrieve and read any E-mail messages, those messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any E-mail messages that are not sent to them. Any exception to this policy must receive the prior approval of the Assistant Vice President of Information Technology.

Felician University's employment opportunity policy and its policies against sexual or other harassment apply fully to the E-mail system and any violation of those policies is grounds for discipline, up to and including discharge.

Therefore, no E-mail messages should be created, sent or received if they contain intimidating, hostile or offensive material concerning sex, race, color, national origin, religion, sexual orientation, age, marital status, disability, status as a Vietnam-era or special disabled veteran or any other classification protected by law.

Felician University's employment opportunity policy and its policies against sexual or other harassment apply fully to the E-mail system and any violation of those policies is grounds for discipline, up to and including discharge.

Therefore, no E-mail messages should be created, sent or received if they contain intimidating, hostile or offensive material concerning sex, race, color, national origin, religion, sexual orientation, age, marital status, disability, status as a Vietnam-era or special disabled veteran or any other classification protected by law.

The E-mail system may not be used to solicit for any non-job-related solicitations or in any other way that violates the University's non-solicitation policy.

The E-mail system shall not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information or similar materials without prior authorization from the Assistant Vice President of Information Technology. Employees, if uncertain about whether certain information is copyrighted, proprietary or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult the Assistant Vice President of Information Technology.

Although the University recognizes that the Internet may have useful applications to its business, employees may only engage in Internet use for a specific business purpose which requires such use. Absent such specific business purpose, employees may not access the Internet using the University's computer systems at any time or for any reason. "Surfing the Net" is not a legitimate business activity.

Also notice that browser based E-mail such as hotmail, yahoo, msn, etc. should abide by this policy and can be tracked by user or computer.

The approval of the Assistant Vice President of Information Technology is required before anyone can post any information on commercial on-line systems or the Internet. Any approved material that is posted should obtain all proper copyright and trademark notices. Absent prior approval from Felician University, to act as an official representative of the University, employees posting information must include a disclaimer in that information stating that "Views expressed by the author do not necessarily represent those of the University."

Users should routinely delete outdated or otherwise unnecessary E-mails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs. All users have a storage quota assigned to their mailbox and if exceeded you will no longer be able to send mail until reduced.

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. E-mails are sometimes misdirected or forwarded and may be viewed inadvertently by persons other than the intended recipient. Users should write E-mail communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on the University's letterhead.

Because E-mail records and computer files may be subject to discovery in litigation, Felician University employees are expected to avoid making statements in E-mail or computer files that would not reflect favorably on the employee or the University if disclosed in litigation or otherwise.

Any employee who discovers misuse of the E-mail system should immediately contact the Assistant Vice President of Information Technology.

Violations of the Felician University E-mail policy may result in disciplinary action up to and including discharge.

The University reserves the right to modify this policy at any time, with or without notice. Use of any aspect of the University's computer system constitutes consent by the user to all of the terms and conditions of this policy.

Employee accounts are deactivated upon separation from the university unless otherwise agreed upon by the institution.

Employee Email Accounts

Employee email accounts are created for all employees at time of hire.

New full-time employees receive their email account information during their employee orientation. Adjunct and part-time employees can contact the Helpdesk for assistance with accessing their accounts.

Employee accounts are deactivated upon separation from the university unless otherwise agreed upon by the institution.

Student Email Accounts

Student email accounts are created for all students at the time of acceptance.

Students receive their email account information in their acceptance letters.

Student accounts are kept active for approximately one year from graduation or the last semester of attendance. Accounts for accepted prospective students who elected not to attend Felician University are deactivated.

Office of Accessibility Services

Felician University is committed to providing equal access to students with documented physical, sensory, learning, and psychological disabilities. We work with students on a case-by-case basis to determine reasonable accommodations in accordance with the policies underlying Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amended Acts of 2008.

Prospective and enrolled students are required to initiate contact with this office to receive services or to arrange appropriate accommodations.

Coordinator of Accessibility Services: Carolyn Kehayan,

MA, LDT-C - 201-559-6050

Tutoring Services

Receive free tutoring from professional tutors and/or peer tutors in our on-campus Tutoring Studios (8:30 am to 4:30 pm). If work, family, or other responsibilities prevent you from coming to Campus during tutoring hours we provide 24/7 tutoring with TutorMe.

Skills you can develop through tutoring:

- Improved writing and reading skills
- Better understanding of mathematical/science concepts.
- Access resources needed to complete assignments.
- Note-taking and textbook reading methods.
- New study and test-taking strategies.
- Time management skills.

Tutoring FAQ and Information:

<https://felician.edu/academics/center-for-academic-success-effectiveness/tutoring-services-at-felician/>

Coordinator of Tutoring Services: Lloyd Cutkelvin- 201-559-3115 TutoringServices@felician.edu

Academic Program Information

Online and Hybrid 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 Login - Felician University. There are three types of computer mediated instruction:

- eCourses, which are fully online,
- Hybrid courses, which are delivered partly face-to-face and partly online, and
- eCompanions, which are delivered totally face-to-face but use online learning tools.

Students enrolling in any type of e-course must only use their Felician email address.

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

- Doctor of Nursing Practice*
- Master of Arts in Religious Studies
- Master of Business Administration
- Master of Science in Data Science
- Master of Science in Cybersecurity
- Master of Science in Computer Science
- Master of Arts in Counseling Psychology*
- Master of Science in Nursing – Adult- Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner*
- Post-Master's Certificate – Adult-Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner

*Theoretical content delivered online. Practice hours and

on-campus intensives are required within specified courses.

Felician University is accredited by the Middle States Commission on Higher Education. The Master's degree Program in Religious Studies 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 Master of Arts in Education graduate program, run by the School of Education, offers part of their courses online using both eCourse and eCompanion:

The School of Business and Information Sciences offers Online and Hybrid courses for the Master of Business Administration Program.

Mission Integration

Campus Ministry

Reflecting our Catholic value that all people are created in the image and likeness of God, Campus Ministry strives to be a home for all students to integrate faith into the whole of their lives from an intellectual and spiritual perspective. We are a home where all people are welcome. It does not matter who you are, where you are from, what you study, or what you believe - whether you are already deeply engaged in a faith tradition or are exploring new ideas and questions – we are all on the same journey of faith, and we are here to walk that journey with you throughout your time at Felician University. The Campus Ministry team accompanies students and campus members on the journey to knowing, loving, and serving God through our Felician Core Values and Franciscan Spirituality. Mass is celebrated on the Lodi and Rutherford campus chapels during the week, and on Sunday evenings at the Rutherford campus. With Campus Ministry, you'll encounter opportunities to pray, play, serve, learn, and worship together. The Campus Ministry team also works with students on interreligious programs. Through individual direction, events, programs, and initiatives that encourage faith-filled personal growth and commitment to loving and serving others, Felician University endeavors to build a strong faith community.

Director of Campus Ministry: Noreen Shea MA, MAPM
Albin Obal Hall-First Floor-Lodi Campus (201)559-6037
shean@felician.edu

Professor of Religious Studies/Campus Minister: Reverend
John O'Neill I.V. Dei, Ph.D., Professor of Religious
Studies (1998), Albin Obal Hall-Lower Level-Lodi
Campus (201) 559-6156 OneillJ@felician.edu

University Chaplain: Reverend Thomas Ruekert SDB
Rutherford Campus

Blessed Mary Angela Institute

Rooted in Contemplative-Active Spirituality, the purpose of the Institute is to respond to the concerns and needs of the Church and Society through Contemplative Dialogue, which leads to a deeper reflective understanding that guides practical Action resulting in Transformation of the person and society.

Student Affairs

Alumni Association

The Felician University Alumni Association was formed in 1966 to provide a method by which graduates could deepen and continue the friendships and momentum developed during their student days. In 1990, the Alumni Association broadened its horizons to provide and coordinate programs, services, and outreach that support Felician University and their students and engage all Alumni. Under the guidance of the Office of University External Relations, Alumni Engagement directs all Alumni events and activities.

Upon graduation and at no cost, you automatically become part of the Alumni Association. Benefits of being a Felician University Alumni member include:

- Serve as a mentor to a Felician Student.
- Use of Felician's Library services in Lodi and online.
- Use of Felician's Fitness Center located in the Wellness and Recreation Center in Rutherford (upon prior request and approval).
- Use of Computer lab on both Lodi and Rutherford campuses.
- Opportunity to join an Alumni Advisory Board Meeting held quarterly.
- Opportunity for nomination as a candidate for Alumni Advisory Board member seat.
- Free admission to all home athletic events.

Athletics

Felician University's athletic philosophy emphasizes the development of the total person - the student as well as the athlete. It is essential that all student-athletes be provided with the direction, assistance and guidance needed to reach their goals in all areas of college life: academic, spiritual, and social.

Student-athletes are urged to focus on the incentives, knowledge, and skills essential to attaining their full potential. The athletic program seeks to help each participant understand the close correlation between sports and life, toward the ultimate goal of encouraging a well-

adjusted, contributing member of the college and the larger society.

Felician University Golden Falcons participate in Division II of the National Collegiate Athletic Association (NCAA) and the Central Atlantic Collegiate Conference (CACC).

Bookstore

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

Visit the Campus Bookstore website at:
www.bkstr.com/felicianstore

Child Care Services

The Felician University School of Education has established Pre-K 3 and Pre-K 4 programs committed to providing a nurturing environment focused on best practices in early childhood education.

The students enjoy a variety of hands-on learning center activities and receive specialized instruction in the areas of art, music, and physical education. The preschool also offers a safe state of the art playground and the services of a full-time nurse. The hours of operation are from 8:00am to 4:00pm, Monday through Friday. Tuition is \$800.00 per month. Children must be fully potty trained before entering the program.

For further information, please email the Director, Frank Quatrone: quatronef@felician.edu or call 201-559-6033.

Counseling and Wellness Services

The mission of Counseling and Wellness Services is to put students' health and wellbeing first. CAWS provides educational opportunities as well as prevention and intervention services with compassion. Counseling and Wellness Services believe that individuals have the best

chance of reaching their greatest potential when they are happy and healthy within their environment. Therefore, the primary goal of CAWS is to keep our students well.

Wellness Services

Wellness Services promotes total wellness through our focus on holistic principles and practices in a caring environment. Wellness Services offers free preventive and acute health care for all Felician students.

Wellness Services are located in the Lower Level of Milton Court, Rutherford and is open Monday through Friday 8:30 am-4:30 pm during Fall and Spring Semesters. Contact us for non-semester hours.

Staffed by a Registered Nurse, appointments can be made by calling (201) 559-3559, stopping by the office in Milton or emailing: wellness@felician.edu.

Urgent care on evenings, weekends, and holidays is available at the AFC Urgent Care located at 560 New York Ave, Lyndhurst (201) 345-3839. Students can use their school email address to access free 24/7 medical services online through TimelyCare at timelycare.com/felician. 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 nursing and occupational therapy students, are required to submit a completed Enrollment Prerequisite Health Form. Forms can be obtained through Wellness Services online at <https://felician.edu/campus-life/wellness-services/> and submitted through the online portal. Physical (paper) forms are not accepted.

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 Wellness Services for specific requirements. Any student who takes a leave of absence or withdraws and later re-enters the University should contact Wellness Services upon their return.

Felician University understands that having health insurance is critical for maintaining your health and well-being. As a result of the Student Health Insurance

Legislative S-2291 passage, New Jersey colleges and universities no longer require full-time students to show proof that they are covered by health insurance policies; however, with the passage of the federal Patient Protection and Affordable Care Act (PPACA), all citizens must have insurance coverage through a PPACA compliant plan or they will be subject to tax fines beginning January, 2014.

Students who wish to purchase insurance are encouraged to visit the following federal exchange websites: · Healthcare.gov · Individual Health Insurance Plans offered by the State of New Jersey https://www.nj.gov/dobi/division_insurance/ihcseh/shop_ihc.htm

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 contacting Wellness Services at wellness@felician.edu.

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.

Counseling Services

Counseling Services is committed to providing confidential quality mental health services to students dealing with concerns, as well as students experiencing more difficult, challenging circumstances. The professional clinicians are committed to helping students:

- Learn problem solving and decision making
- Enhance their self esteem
- Engage in healthy relationships
- Meet personal goals
- Appreciate the consequences of their thought and actions
- Achieve their educational and career goals

Some common issues that University students present in

counseling include adjusting to college, self-esteem, feeling stressed or overwhelmed, anxiety, depression, academic concerns, anger management, substance use, eating and sleeping concerns, gender and sexual identity, and relationships concerns. Counseling Services provides:

- Short-term, solution focused individual counseling, in person or by tele-counseling for Felician students
- Couples counseling if both partners are Felician students
- Therapy groups on a variety of issues, determined by student need and interest
- Educational programs that encourage personal growth
- Referrals for additional or specialized services and/ or medication off-campus
- Consultations with others concerned about students
- Crisis response

Counseling Services are located in the Student Center, Room 4C on the Rutherford Campus and is open Monday through Friday 8:30 am-4:30 pm during Fall and Spring Semesters. Contact us for non-semester hours.

Appointments can be made by calling (201) 559-3337, stopping by the office in the Student Center or emailing: CounselingCenter@felician.edu.

As detailed in the Student Handbook, Counseling Services implements the University policies regarding Harmful Behavior, Personal Grooming and Hygiene, Alcohol and Drugs, Substance Abuse and Medical Amnesty, and Overdose Protocol.

The clients' rights to privacy and confidentiality are taken seriously at Counseling Services. Communications between the clinician and client are privileged, confidential, and safeguarded. Counseling records do not become part of the educational record. Confidentiality is guaranteed within legal and ethical guidelines. Exceptions to confidentiality exist to ensure the safety of the client and others in rare cases.

The following off-campus hotlines/services are available 24 hours a day, seven days a week:

- Crisis and Suicide Lifeline 24/7; Call, text or chat: 988 For veteran's services, dial 988, press 1.

- Care Plus 24/7 hotline at 201-262-4357
- Healing Space is a sexual violence resource center with a 24/7 hotline at 201-487-2227.
- NJ Domestic Violence Hotline is 1-800-572-7322.

The Trevor Project offers 24-hour lifeline support for those with LGBTQ+ concerns at 866-488-7386.

Food Services

Lodi Dining Hall

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 - Friday

- Breakfast: 7:30 AM - 10:30 AM

Lunch: 11:00 AM - 2:30 PM

Rutherford Dining Hall

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

Monday - Friday

- Breakfast: 7:00 AM - 10:30 AM

Lunch: 11:00 AM - 3:30 PM

Dinner: 4:30 PM - 7:30 PM

Saturday and Sunday

- Brunch: 10:00 AM - 3:30 PM

Dinner: 4:30 PM - 7:00 PM

Castle Café (Starbucks)

Monday - Friday

7:30 AM - 2:30 PM

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.

Falcon's Nest Hours of Operation Monday - Sunday

8:00 PM - 12:00 AM

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). Additionally, candidates with the appropriate grade point average (3.25 undergraduate or 3.5 for graduate) are eligible for the Kappa Delta Pi International Honor Society.

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

Felician University is a charter member of the New Jersey Student Nurses Association. Undergraduate nursing students are encouraged to join both the state and national organizations and to participate fully. Graduate nursing students are encouraged to participate in the Graduate Nursing Student Academy.

Felician University has a Chapter of Sigma Theta Tau International Honor Society of Nursing called Alpha Beta Chi. (<http://www.nursingsociety.org/>). This society recognizes outstanding achievement and 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

At Felician, we understand that our graduate students will have experiences on-campus that differ from those of the undergraduates. However, at Felician, we aim to ensure that our commitment to fostering a vibrant and inclusive

campus community extends to all students. Through the Center for Student Development and Engagement, Felician organizes a wide range of events that are open to graduate students, allowing each student to connect with peers and make lasting connections.

Additionally, Felician has on-campus organizations specifically tailored to the needs of graduate students, ensuring that all students have a supportive network during their time here. We also encourage the formation of new organizations to accommodate the diverse interests of our graduate student community. At Felician University, we strive to create an environment where all graduate students feel welcome, valued, and proud to be Falcons.

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 Veterans Services office for a complete overview of the University's services including Felician University Military Grant and other support services. Please also refer to Veteran Educational Benefits for information.

Veterans are granted Priority Registration and should contact their Advisors and Veteran Services for specific information.

In accordance with Title 38 US Code 3679(c), Felician University (the University) adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch.33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA.

The University will not:

- Prevent the student's enrollment;
- Assess a late penalty fee;
- Require the student to secure alternative or additional funding
- Deny the student access to any resource (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such student

may be required to produce the VA Certification of Eligibility (COE) (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class.

- Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 students cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Administration Faculty and Staff

Board of Trustees

Mildred A. Mihlon (University President)
Sister Mary Juanita Arnister
Sr. Mary Bridget Becker
John B. Bitar
Joseph Boccassini
Charlene Brown
Saskia Brown
Melissa Cepeda-Lebron
Marie-Jocelyne Colas
Fletch Creamer
Jason Fermin
Tom Green
Donald C. Jones (Chairman of the Board)
Pananya Kamkourkong
Stacey Kavanagh
Alex E. Krasnomowitz
Elizabeth Lenke
Stephen LoIacono
John Mazur
Mary Meehan, Honorary Trustee
Leo P. McGuire
James Rizzo
Anthony Russo
Marilyn Scalo
Anthony Scardino Jr.
Mark Sparta
Deborah Visconi (Vice Chair of Board)

Council of Regents

Theresa Bellavia
Ron Bergamini
Lisa Boccassini
Susan Bramucci
Christian Callegari
Josh Delva
Emory Edwards
Doug Hoffman
Eileen Kelly
Joseph Licata
Stephanie McGowan
Eric Moore
Manfred Morales
Michael Mortorano
Rosemary Moyeno Matos
Thomas Mullahey
Mark Musella
Jennifer Nicodemo
James Rizzo
Michael Rizzo
Danny Robertozzi
Anthony Scardino
Joseph Smith
George Taite

Senior Administrative Officers

President: Mildred A. Mihlon, Ph.D. and M.Phil., CUNY; M.A., Montclair State University; B.A., Rutgers University

CFO, Vice President for Business and Finance: Thomas Truchan, Certified Public Accountant, B.S., St. Peter's College

Vice President for Academic Affairs and Provost: Michael W. Markowitz, Ph.D., Temple University, M.A., Temple University, M.A., Rutgers University, B.A., Stockton College

Acting Vice President of External and University Relations: Lisa Gibert, MBA, University of California, Irvine, B.S. University of Oregon

Vice President of Student Affairs and Dean of Students: Janel Owens, M.A., Fairleigh Dickinson University, M.S., New York Institute of Technology, B.A., Fairleigh Dickinson University

Vice President of Enrollment Management and Marketing: Priscilla Klymenko, M.A., Montclair State University, B.A. Felician College

Vice President of Mission Integration, Fr. Thomas H. Franks, O.F.M. CAP., M.S., Manhattan College, M.Div., Weston Jesuit School of Theology, S.T.L., Sacred Heart Major Seminary, B.S., Fordham University

Office of the President

Stephanie Cachez, Chief of Staff and Secretary to the Board of Trustees; B.S., Felician University, M.B.A., Felician University

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

Academic Affairs

Michael W. Markowitz: Vice-President of Academic Affairs and Provost: Ph.D., M.A., Temple University, M.A., Rutgers University, B.A., Stockton College

Tara Kent, Dean of the School of Arts and Sciences; Ph.D., M.S., Purdue University; B.S., University of Delaware

Marilu Marcillo, Dean of the School of Business and the Center for Innovation and Professional Studies; Colorado Tech University, D.M.D; Centenary University, M.B.A; Alfred University, B.A.

Christine Mihal, R.N., Associate Professor of Nursing (2002); Dean of the School of Nursing and Health Sciences; B.S.N. Russell Sage College; M.S.N. and Ed.D., Seton Hall University

Brian Connors, Dean of the School of Education, B.A. in Psychology, Montclair State University; M.A. in Psychological Studies; Ed.S. in School Psychology; Ph.D. in Higher Education Leadership, Management, and Policy, Seton Hall University; Post-MA Certificate in Applied Behavior Analysis, Pennsylvania State University

Katherine Christie, Administrative Assistant, Office of the Vice-President of Academic Affairs

Debra Iacona, Administrative Assistant, Office of the Vice-President of Academic Affairs

Joann Bonardi, Project Manager/Director of Special Projects, School of Business and Information Sciences

Jacqueline Dykhouse, Administrative Assistant, School of Nursing and Health Services

Adriana Gallagher, Administrative Assistant, School of Education

Patricia McTaggart, Office Manager, School of Business and Information Sciences

Jennifer Ulman, Administrative Assistant, School of Arts and Sciences

Center for Academic Technology

Dr. Deanna Valente, DBA, Dean for Center for Academic Technology; DBA, Felician University; M.B.A., Felician University; B.A., Felician University; eCertified

Rebecca DeVita, MBA, Associate Dean for Center for Academic Technology; B.A., Montclair State University, eCertified

Jaelyn Moreno, MBA, Director for Center for Academic Technology; B.A., Felician University, eCertified

Joseph Russo, MA, LMS Coordinator for Center for Academic Technology; B.A., Felician University,

eCertified

Felipe Giacomo, BS, Training Integration Specialist; BS., William Paterson University

Center for Career and Academic Success

Jeffery Blanchard, Dean of Student Success, Retention, and Assessment; B.A. English, Secondary Education, B.A. French, SUNY Cortland; M.A. English, University of Rochester; Ph.D., Modern History & Literature, Drew University

Dolores Henchy, Professor and Dean Emeritus, Center for Academic Success and Effectiveness; Professor of Graduate Religious Education; B.A., Herbert H. Lehman College City University of New York; M.S. Ed, Fordham University; M.Div., Immaculate Conception Seminary; D.Min., Drew University, Certified Master Online Instructor, U. of Illinois

Barbara Rosatelli, Associate Dean of Advising & Success Initiatives & Coordinator of 3-D Felician Experience; B.A., M.A. Felician University

Geri Perret, Assistant Dean for Career & Experiential Learning, B.S., University of Pennsylvania; M.A., Montclair State University

Sharon Towler, Associate Dean of Academic Achievement, Performance, and Honors program, B.A., Fairleigh Dickinson University, M.A., William Paterson University, Ed.D., Capella University

Carolyn Mitchell Kehayan, Coordinator of Office of Accessibility Services; B.A., Southern Connecticut State University; M.A., Fairleigh Dickinson University, LDT-C

Pamela E. Garvey, Academic Success Coach, Coordinator of Discovery Program & Starfish At Felician; B.A., Roanoke College

Elizabeth Noreika, Administrative Assistant and Coordinator; Center for Academic Success and Effectiveness; A.A., B.A., Felician College

Annette Rycharski, Academic Advisor Retention Specialist; B.S. Elementary and Early Childhood Education; M.S. Special Education, St. John's University

Phlaine Suzanne Toliao EdD., Academic Advisor

Retention Specialist; B.A., Ramapo College of New Jersey; M.A., Montclair State University; Ed.D., Northcentral University

Michelle Markowicz, Career and Internship Advisor, M.A., Felician University, B.A., Montclair State University

Kori Washington, Academic Advisor- Career Path, B.S., New Jersey Institute of Technology, M.S., St. Thomas University

Lloyd Cutkelvin, Coordinator of Tutoring Services, B.S., New York Institute of Technology, M.A. American Military University, Ed.D, Manhattanville University

Educational Opportunity Fund

Dinelia Garland, Director of the EOF Program and Instructor; B.A., Felician College; M.A., John Jay College of Criminal Justice

Kelly Fronte, EOF Administrative Assistant

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

FALCONS Connect

Elizabeth Burke, MBA
Title V-HSI Project Manager

Caitlin Baard
Director of Academic Operations & Systems

Michelle Abramovich
Navigator, FALCON Commons

Natalie Cattuna
Navigator, FALCON Commons

Dalvin Daniel-Volquez
Navigator, FALCON Commons

Joseph Terrones
Navigator, FALCON Commons

Library Services

Jodi Shelly, Director of University Libraries and Assistant Professor. (Liaison to the School of Business and

Information Sciences & School of Education). B.A., Thomas Edison State College; M.L.I.S., Rutgers, The State University of New Jersey; M.B.A., Felician University.

Kaitlyn Clohosey, Research & Instructional Services Librarian. (Liaison to the School of Business and Health Sciences). B.A., Stonehill College; M.S.L.I.S., Pratt Institute School of Information.

Maria Burton-Conte, Research and Instruction Librarian and Assistant Professor. (Liaison to the School of Arts and Sciences). B.A., Boise State University; M.L.I.S., San Jose State University

Jennifer Correia, Technical Services and Electronic Resources Manager

Maria Spina, Library Manager; B.A. Felician University

Nursing Support

Luis Barrigan, Administrative Coordinator: Prelicensure Nursing Program, MSHA, Rutgers University

Kristen Centinaro, Administrative Director for Technology and Resources; Barbara J. Toscano Nursing Resource and Simulation Center, B.A., Bloomfield College, MSHA, Felician University

Karen Cucuzza, Director of Graduate Nursing Clinical Placement and Compliance, B.S., Fairfield University

Jamie Bohn, Director, Clinical Compliance, B.S.N., R.N.

Jacqueline Dykhouse, Administrative Assistant to the Dean of the School of Nursing

Eve Laba, Coordinator: Graduate Nursing Program; B.A., Montclair University

Jose Pombo, Administrative Coordinator Hybrid ABSN and Campus ABSN Program

Barbara J Toscano Nursing Resource and Simulation Center

Mary Clare Smith, MSN, RN, CHSE- Director, The Barbara J. Toscano Nursing Resource and Simulation Center, and Instructor, Prelicensure Nursing Program

Holly Hutchinson, MSN, RN, CHSE Assistant Director, The Barbara J. Toscano Nursing Resource and Simulation Center

Kristen Centinaro, BA, MSHA-Administrative Director for Technology and Resources, Barbara J. Toscano Nursing Resource and Simulation Center

Sister Mary Patricia Kennedy, CSSF, MSN, RN-Lab Instructor, Barbara J. Toscano Nursing Resource and Simulation Center

Monica Szczech, BSN, RNC-NIC, Lab Instructor Barbara J Toscano Nursing Resource and Simulation Center

Faculty

Emerita/Emeritus

George Abanza, Professor of Philosophy (2000) and Dean of the School of Arts and Sciences; B.A., Florida International University; M.A., Ph.D., Florida State University

Jacqueline Bakal, Instructor of Mathematics (1998), Director of the Mathematics Lab and Developmental Mathematics Coordinator; B.A., William Paterson College; M.S., New Jersey Institute of Technology

Richard Burnor, Professor of Philosophy (1997), B.S., Bucknell University; M.A., Ph.D., University of Arizona

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

Marie A. Cuman, Professor of Nursing; B.S.N., Gwynedd-Mercy College; M.S.N., Rutgers, The State University; Ph.D., Seton Hall University

Margaret A. Daingerfield, Professor of Nursing; B.S.N., Seton Hall University; M.A., New York University; Ed.D., Rutgers, The State University

Dolores M. Henchy, Professor and Dean Emeritus, Center for Student Academic Success and Effectiveness; Professor of Graduate Religious Education; B.A., Herbert

H. Lehman College of the City University of New York; M.S., Fordham University (1980); M.Div., Immaculate Conception Seminary; D.Min., Drew University, Certified Master Online Instructor, U. of Illinois

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 Kozlowska, 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

Dorothy M. Noble, B.A., Seton Hall University; M.S., Fordham University; M.A., Seton Hall University

Mary E. Norton, Professor of Nursing (1985) and Executive Director The Center for Global Academic

Initiatives and United Nations NGO Representative; B.A., Jersey City State University; M.A., M.Ed., Ed.D, Teachers College, Columbia University, Post-Doctoral Certificate Bioethics and Medical Humanities the College of Physicians and Surgeons of Columbia University APN

Patricia O'Brien-Barry, Professor of Nursing; B.S.N., Seton Hall University; M.S.N., University of Pennsylvania; Ph.D., New York University

Julie O'Connell, Associate Professor of English (2010); B.A., Georgetown University; M.A., Brown University; D.Litt., Drew University

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

Muriel Shore, Professor and Dean of the School of Nursing; B.S.N., M.S.N., Ed. D., Seton Hall 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

James G. Smith, Associate Professor of Psychology (2001); B.A. Georgetown University; M.A., New York University; Ph.D. Columbia University, Teachers College.

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

Ann Tritak-Elmiger, R.N., Professor of Nursing; B.S. William Paterson University; M.A. New York University; Ed.D. Rutgers 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

Mara Zukowski, Professor of Religious Studies (1993); B.A., University of Massachusetts; M.A., Ph.D., Fordham

University

Full Time Faculty

(* Indicates year of Appointment to University)

Shirley Abbelard, Assistant Professor and Academic Fieldwork Coordinator, Master's of OT Program, (2024); Master of Occupational Therapy, Bay Path University; Bachelor of Arts, Psychology, Rutgers, The State University of New Jersey

Catherine Alvarez, R.N., Assistant Director, Nursing Resource and Simulation Center (2024); B.S.N., M.S.N., Chamberlain College of Nursing

Chris Anderson, Associate Professor of Education (2020); B.A., Baruch College, CUNY; M.A., New York University; Ed.D., Grand Canyon University

Gayle Angelbeck, Instructor of Nursing, (2024); B.S.N., Felician University

Ard Berge, Professor of Art (2000); 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

John Blevis, Assistant Professor of Natural Sciences (2019); B.S., St. Peter's University; M.A. St. Peter's University; M.B.A./M.I.S., St. Peter's University, M.S. Montclair University

Kimberly Burrows, R.N., Instructor of Nursing (2010); B.S.N., Saint Peter's College; M.S.N., William Paterson University; Ed.D. University of New England

Maria Burton-Conte, Research & Instruction Librarian and Assistant Professor School of Arts and Sciences (2024); B.A., Boise State University; M.L.I.S., San Jose University

Diana Casianos, R.N., Assistant Professor of Nursing (2016); Associate Dean Graduate Nursing Department; B.S., Ramapo College; B.S.N., M.S.N., Pace University; D.N.P., 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

Michael Cicchine, Instructor, School of Business and Information Sciences (2024); MBA Marketing, New Jersey City University

Kaitlyn Clohosey, Assistant Director of Library Services and Assistant Professor School of Arts and Sciences (2016); B.S., Stonehill College; M.S.L.I.S., Pratt Institute's School of Education

Jordan Cola, Associate Professor, Exercise Sport Science (2022), B.S./M.S., East Stroudsburg University, PA; Ph.D., Seton Hall University, NJ

Helena Correia, R.N., Assistant Professor of Nursing (2012); Director, RN to BSN Program; B.S.N., New Jersey City University; M.S.N., Seton Hall University; Ph.D., Capella University

Brian Connors, Professor, Dean of the School of Education, Ph.D., BCBA, Associate Professor, B.A. in Psychology, Montclair State University; M.A. in Psychological Studies; Ed.S. in School Psychology; Ph.D. in Higher Education Leadership, Management, and Policy, Seton Hall University; Post-MA Certificate in Applied Behavior Analysis, Pennsylvania State University

Clarese Crenshaw, R.N., Assistant Professor of Nursing (2024); B.S.N., Hampton University, M.S.N., Rutgers University, D.N.P., Monmouth University

Marissa Cruise, Assistant Professor and Director of B.S.N. and Campus A.B.S.N. Program (2022); B.S.N., Seton Hall University; M.S.N., William Paterson University; D.N.P., Grand Canyon University

Amy Dombach, Associate Professor of Psychology (1996); B.S., Pennsylvania State University; M.A., Seton Hall University, Ph.D., Rutgers University, Ed.D., Gwyned Mercy University

Robert Doyle, Professor of Religious Studies and Director of MA in Religious Studies (2022); BA, Canisius College (Philosophy and Religious Studies), MA, Loyola Marymount University (Theological Studies), MA, Loyola Marymount University (Bioethics), MA, Gonzaga University (Organizational Leadership), Ph.D., Claremont Graduate University

Gaby Fahmy, Acting Associate Dean, Natural Sciences

and Mathematics Associate Professor of Biology (2009); M.S., M.D., Ph.D., Ain Shams University

Theresa Fanelli, Associate Professor of Criminal Justice (2018); B.A. Pace University, M.A. Adelphi University, M.A. Queens College, CUNY

Marcela Farfan, Program Coordinator and Assistant Professor of Master of Arts in Counseling (2022); B.A. Montclair State University; M.A./Psy.D. Felician University

Louise Gabriele, R.N., Associate Professor (2024); B.S.N., Bloomfield College, M.S.N., Kean University, D.N.P., University of Medicine and Dentistry of New Jersey

Nouriman Ghahary, Ph.D., Professor of Graduate Counseling Psychology and Director of Clinical Training; (2020); B.A. Ramapo College; M.A., Ph.D., Seton Hall University in Counseling Psychology

Katherine Giannettino, R.N., Instructor of Nursing (2021); M.S.N., Warner College, A.D.N., St. Paul School of Nursing, B.A., Warner College

Michelle Gilbert, Assistant Professor of Nursing, (2021); B.S.N., University of Texas; M.S.N.-Ed, University of Texas; Ph.D., Medical University of South Carolina

Aimee Giordano, R.N., Instructor of Nursing (2019); B.S.N., East Stroudsburg University; M.S.N., Ramapo College

Jeffrey Goldberg, MS OTR/L, OTA Fieldwork Coordinator and Assistant Professor, OTA, M.S. SUNY Downstate

Carleen Graham, R.N., Associate Professor of Nursing (2019); RN, Excelsior College; B.S.N., M.S.N., Chamberlain College of Nursing; Ph.D., Capella University

Brendan Guarino, Psy.D., Instructor (2024), Psy.D., MA, Counseling Psychology, Felician University, B.A., Rhode Island College

Ann Verrett Guillory, Professor of Counseling Psychology (1983); B.S., M.Ed., Loyola University of the South; M.Ed., Ed.D., Teachers College, Columbia University

Donna Hicks, OTR/L, MSHA, OTA Program Director/Professor (2020), B.S., Dominican University, M.S., Felician University

Holly Hutchinson, RN, Assistant Director, Barbara J.

Toscano Nursing Resource & Simulation Center (2023); B.S.N., M.S.N., Felician University

Catherine M. Jennings, R.N., Associate Professor of Nursing (2003); B.S.N., Felician College; M.S.N., State University of New York, Stony Brook; D.N.P., Chatham University, APN Family Nurse Practitioner

Marcel Kaganovskaya, R.N., Assistant Professor of Nursing (2022); B.S.N.; M.S.N.; D.N.P., Wagner College, APN Family and Psychiatric Mental Health Nurse Practitioner

Sister Mary Patricia Kennedy, CSSF, R.N., Lab Instructor, Barbara J. Toscano Nursing Resource and Simulation Center; A.A.S., Felician College; B.S.N., La Salle University; M.S.N., Felician College

Robert Keeseey, Associate Professor of Chemistry (2021); M.S. Biochemistry, University of Oklahoma; Ph.D. BioAnalytical Chemistry, Marquette University; Postdoctoral Fellow in Neuroscience, Seton Hall University

Tara Kent, Professor, Dean of the School of Arts and Sciences; Ph.D., M.S., Purdue University; B.S., University of Delaware

Jennifer Kostic, Instructor (2008), Associate Dean, Strategic Planning & Student Success, Director, Health Promotion and Wellness; B.A., M.P.A., Ed.M., Rutgers University

Amber L. Lassiter, Assistant Professor in the School of Education (2022); BA in Political Science, Montclair State University; MA in Elementary Education, Montclair State University; M.A.T. in Reading, Montclair State University; EdS in Educational Leadership, Management and Policy, Seton Hall University; EdD in Educational Leadership, Trident University

Christine Lawrence, R.N., Assistant Professor of Nursing (2016); B.S.N., Fairfield University; M.S.N. Columbia University; D.N.P. Monmouth University

Joseph Liotti, Assistant Professor of Biology (2019); B.A. Rutgers University (Newark); M.S. Rutgers Graduate School (Newark); D.O., UMDNJ School of Osteopathic Medicine

Daniel Mahoney, Professor of Psychology (2000) and Director of Graduate Counseling Psychology Program; B.A., M.A., Jersey City State University; M.A., Ed.D., Columbia University, Teacher's College

Theoni Mantzoros, Ph.D., BCBA-D, Assistant Professor in the School of Education & ABA Program Coordinator (2023); B.A. in Psychology, Ramapo College; M.Ed. in Special Education, Penn State University; Ph.D. in Special Education, Penn State University

Marilú Marcillo, Professor, Dean of the School of Business and Information Sciences (2022), B.S. Alfred University; MBA, Centenary; D.M.Colorado Technical University Concentrated in Environmental and Social Sustainability

Yuliya Markiv, R.N., Instructor of Nursing (2020); B.S.N., Chamberlain College of Nursing; M.S.N., Chamberlain University

Jose Martinez, Instructor, School of Business and Information Sciences, (2025), Master of Science in Cyber Security, St. Peters University

Melissa Marut, R.N., Instructor of Nursing (2020); B.S.N. St. Peter's University; M.S.N. Thomas Edison State University

Samantha Mattheiss, Associate Professor, B.S., The College of New Jersey, M.A., Ph.D., Rutgers University

Robert McParland, Professor of English (1998); B.A., Fordham University; M.A., St. John's University; M.A., Montclair State University; M.Phil., Drew University; Ph.D., Drew University; Graduate Certificate in Arts Administration/ Non-Profit Administration, Seton Hall University

Christine Mihal, R.N., Professor of Nursing (2002); Dean of the School of Nursing and Health Sciences; B.S.N. Russell Sage College; M.S.N. and Ed.D., Seton Hall University

Joan Merz, R.N., Instructor of Nursing (2022); B.S.N., Seton Hall University, M.S.N., Walden University

Jose A. Montalvo, M.D. Associate Professor of Natural Sciences (2022); Doctor in Medicine, Universidad Central del Este; B.A. in Biology, Rutgers, the State University

Patricia Munno, R.N., Assistant Professor of Nursing (2012); Associate Dean Department of Prelicensure Nursing; Program Director, Doctor of Nursing Practice; B.S.N., M.S.N., Mercy College; D.N.P. Fairleigh Dickinson University

Ghassan Nazi, Assistant Professor of Mathematics (1992); B.S., M.S., State University of New York at Buffalo

Michael J. Nyklewicz, Associate Professor of Art (2008); B.A., Boston College; M.A., New York University

Michael L. Omansky, Associate Professor of the Business and Information Sciences (2007) and Chairperson of the Business Graduate Programs B.S., Wharton School, University of Pennsylvania; M.B.A., Columbia University

Rev. John O'Neill, I.V. Dei, Professor of Religious Studies (1998), Campus Minister; B.A., Saint Francis College; M.A., Maryknoll Seminary; M.A., Fordham University; M.S. and P.D., Fordham University; S.T.M., Drew University; D.Min., Graduate Theological Foundation; Ph.D., Graduate Theological Foundation; Post Graduate Certificate in Spirituality, Immaculate Conception Seminary, N. Y.; Post Graduate Certificate in Liturgy, Immaculate Conception Seminary, N. Y.; Certificate in Pastoral Counseling, Blanton-Peale Graduate Institute, N.Y.

David Perricone, Associate Professor, School of Business and Information Sciences (2024), MBA, Marketing, Fairleigh Dickenson University, Ed.D Educational Leadership-Centenary University

Emmanuel Pierre-Louis (2022), Assistant Professor, Department of Criminal Justice; B.S./M.S./D.Sc., New Jersey City University

Warren Reich, Professor of Psychology, Ph.D., Rutgers University

Salvadore Reyes, (2024) Assistant Professor, Master of Arts in Counseling Psychology, B.A., William Paterson University; M.A., Felician University; Post Master's Certificate in Drug and Alcohol Counseling; Montclair State University; Psy.D., Felician University

Dorante Richards, R.N., Instructor of Nursing (2024); B.S.N., New Jersey City University, M.S.N., Grantham University

Gina Robertiello, Professor of Criminal Justice (2005); B.S., M.A., Ph.D., Rutgers University

Robert Rogers, Associate Professor of Biology (2005); B.A., Rutgers University; M.S., Ph.D., University of Minnesota

Janice Rama, R.N., Assistant Professor of Nursing (2021); D.N.P., Grand Canyon University, M.S.N., William Paterson University, B.S.N., Rutgers University

Melisa Salsali, Professor of Exercise Sports Science (2018); B.S., University of Pittsburgh; M.S., University of Florida; Ph.D., University of Miami

Michael Sanford, Associate Professor of Mathematics

(1998, 2005); B.S., M.S., Ph.D., Montana State University Bozeman

Anthony Scardino, Professor (2000); Associate Dean of the School of Business and Information Sciences B.A., Montclair State University; M.P.P. Pepperdine University; Ph.D., Antioch University

Lavina Sequeira, Associate Professor of Philosophy (2018); Associate Dean of Humanities; B.S., M.Ed., Karnatak University, Ed.D., Montclair State University

Jodi Shelly, Director of Library Services and Assistant Professor; B.A., Thomas Edison State College; M.L.I.S., Rutgers, The State University of New Jersey; M.B.A. Felician University

Caren Sheng-Wong, Ph.D., Assistant Professor, Natural Sciences (2022); Ph.D. in Biology with a concentration in Neuroscience, Graduate Center of the City University of NY; Master's and Bachelor's in Optometry, Hong Kong Polytechnic University

Michelle Sheperd, Director of the Master of OT Program (2024); Master's of Occupational Therapy, BS Occupational Therapy, University of Illinois; MEd Curriculum and Instruction, University of Phoenix; EdD Higher Learning, Argosy University

Victoria Simon, Assistant Professor of Communications; (2021) Ph.D., McGill University (Communication Studies); M.A.; NYU (Media, Culture & Communication

Aleksandra Sinkowsky, Professor of Sociology (1979); Associate Dean of Social & Behavioral Sciences; B.A., M.A., Montclair State University; Ed.D. Rutgers University

Mary Clare Smith, R.N., Instructor of Nursing, (2015), Director, Barbara J. Toscano Nursing Resource and Simulation Center; B.S.N. Georgetown University; M.S.N., Felician University

Phlaine Suzanne Toliao, Remediation & Retention Specialist (2018); B.A., Ramapo College of New Jersey; M.A., Montclair State University; Ed.D., Northwestern University

Eloise Stewart, Assistant Professor of Education (2021) B.S. University of Arkansas; M.A. Hampton University; Ed.D. Walden University

David Turi, Professor (2004) and Associate Dean Undergraduate Business Programs of the School of Business and Information Sciences; B.B.A., Fairleigh

Dickinson University; M.B.A., Pace University; Ph.D., Seton Hall University

Stathene Varvisotis, Associate Professor, School of Education (2021); B.A. in Elementary Education/Reading, Wittenberg University; M.Ed. in Reading/Learning Disabilities, William Paterson University; Ph.D. in Special Education Leadership, Capella University

Erin Vitale: R.N., Assistant Professor of Nursing (2023); Associate Dean, Hybrid ABSN Program; B.S.N., James Madison University; M.S.N., Ramapo College of New Jersey; D.N.P., Post University

Kathryn R. Wagner, Assistant Professor in the School of Education, Applied Behavior Analysis (2023). BS in Psychology, Liberty University; MA Special Education: Severe Affective Needs, University of Northern Colorado; Advanced Graduate Certificate in Applied Behavior Analysis, Arizona State University

Melissa Walker, R.N., Instructor of Nursing (2021); B.S., Bucknell University, BSN, Fairleigh Dickinson University, MSN, Rutgers University, A.P.N., Pediatric Nurse Practitioner

Wendy Watson, R.N., Assistant Professor of Nursing (2025); B.S.N., Jersey City University, M.S.N., Ramapo College of New Jersey, Ed.D., Walden University

Sherida Loertz Yoder, Professor of English (1980); B.A., M.A., Ph.D., Rutgers University

Maha Younes, Associate Professor of Graduate Psychology (2020); B.A. Douglas College, Rutgers University; Ph.D.; New York University

Songmei Yu, Professor of Computer Science (2008) of the School of Business and Information Sciences B.S., Sichuan University; M.B.A., St. John's University; M.S., State University of New York at Stony Brook; Ph.D., Rutgers University

Samira Ziaei, Associate Professor, Biology (2022), B.S., Montclair State University; M.S., William Paterson University; Ph.D., City University of New York

Half Time Faculty

Jessica Brown, R.N., Assistant Professor of Nursing (2015); B.S.N., Virginia Commonwealth, M.S.N., New York University, D.N.P., Sacred Heart University

Mary Powell, R.N., Associate Professor of Nursing (2024); B.S.N., Eastern College, M.S.N., University of Tennessee, Ph.D., The Catholic University of American

Jo-Ann Robinson, R.N., Assistant Professor of Nursing (2024); B.S.N., William Paterson College, M.S.N., William Paterson University, D.N.P., University of Medicine and Dentistry of New Jersey

Patricia Strickland, R.N., Instructor of Nursing (2024); B.S.N., College of New Rochelle, M.S.N., University of Phoenix

Edward Walton, R.N., Associate Professor of Nursing (2024); B.S.N., Thomas Jefferson University, M.S.N., St. Joseph's University, D.HSc., Nova Southeastern University

Athletics

Andrew Toriello, Director of Athletics; B.A., Felician University, M.S., Liberty University

Brendan Bonacum, Assistant Director of Athletics - External Relations; B.A., Dominican College (NY), M.A., Canisius College

Nicole Aumack, Assistant Director of Athletics, NCAA Compliance, Senior Women's Athletics Administrator; B.A., Felician University, M.S., Felician University

Kayla DeVito, Coordinator of Student-Athlete Academic Support, B.S., Kutztown University, M.S., Felician University

Danielle Johnston, Head Athletic Trainer, B.S., Dominican (N.Y.) College, M.S., University of North Georgia

Justin Russo, Head Strength & Conditioning Coach, B.S., Montclair State University

Hakim Hamer, Director of Athletic Communications, B.A., Fairleigh Dickinson University

Computer and Audio Visual Services

Information Technology

Dr. Deanna Valente, DBA, Dean of Information Systems,

Academic Technology and Learning and Development

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

Carlos Caldero, Director of IT and Systems Administrator

Cody Hildebrand, Assistant Director of Helpdesk and Information Technology, B.S., Felician University

Brady Fernandez, IT Helpdesk Specialist, MBA

Shaf Sachdeva, IT Helpdesk Specialist

John Marousis, IT Helpdesk Coordinator

Audio-Visual Services

Hendrick Cuadro, Executive Director of Meeting and Event Technology

Student Information Systems

Craig Savino, Director of Information Systems, B.S., New Jersey Institute of Technology

Cynthia Vincenti, Associate Director of Information Systems, B.S., University of Scranton

Felice Grant

Felipe Jaccomo, Technology Integration Specialist

Serina Sebbio, Assistant Helpdesk Coordinator, B.S., Felician University

Enrollment Management

Priscilla Klymenko, Vice President of Enrollment Management, Marketing, & Communications, B.A., Felician University, M.A., Montclair State University

Carol Lee Martinez, Administrative Assistant to VP of Enrollment Management, Marketing, and Communications, School Certifying Official for Veterans, B.A., Rutgers University-New Brunswick, M.A., Felician University (In Progress)

Glen Cook, Director of Enrollment Management Operations, B.A., New Jersey City University

Selma Jasarevic, Associate Director of Admissions Operations, Enrollment Management, B.A., Felician University, MBA, Felician University

Gema Duran, Assistant Director of Admissions Operations, Enrollment Management, B.A., Felician University, MBA, Felician University

Helen Torebka, Receptionist, B.A., Felician University

Regina Meyers, Receptionist

Traditional Undergraduate Admissions

Will Mahon, Assistant Director of Undergraduate Admissions, B.A., Rutgers University

Enid Nunez, Admissions Counselor, B.A., Felician University (in progress)

Victoria Salmeri, Admissions Counselor, B.A., Felician University

Caitlin Aristizabal, Assistant Director of Undergraduate Admissions, B.A., Montclair State University, M.A., Montclair State University (in progress)

Transfer and Accelerated Admissions

Brianna Grausso, Director of Transfer & Adult Enrollment, B.A., University of Pennsylvania

Gina DeFalco, Assistant Director of Transfer Admissions, B.A., Montclair State University, MBA, Centenary University

Matthew Powell, Assistant Director of Enrollment Management Services, B.A., Rutgers University—New Brunswick

Marc Zolchonock, Assistant Director of Enrollment Management Services, B.S., Kean University

Kevin Frey, Associate Director of Transfer Student Success, B.F.A., The New School, M.A., Rutgers University

Graduate Admissions

Olga Velasques, Director of Graduate Admissions, B.S., Moscow State University, M.A., New York University

Oliver Rosas, Assistant Director of Graduate Admissions, B.S., Montclair State University

Office of Student Financial Services

Cynthia Montalvo, Assistant Vice President of Enrollment Management

Kathy Prieto, Director of Financial Aid; MBA, B.A., Felician University

Mariela Henriquez, Director of Student Accounts; B.S., Nova Southeastern University

Chloe Christen, Associate Director of Financial Aid; B.A., Montclair State University, MBA, Felician University

Nicholas Delahanty, Assistant Director of Financial Aid; B.A., Felician University

Winston Watt, Assistant Director of Financial Aid; B.S., William Paterson University, M.A., Rider University

Nina Jackson, Collections Specialist, Student Financial Services

Mouhamadou Moustapha Kane, Account Receivable Coordinator, MBA, B.A., Felician University

Jonathan Belle, Associate Director of Student Financial Services, B.A., Ramapo College

Emily Espin, Associate Director of Academic Partnership Enrollment, B.S., Felician University

Isabella Hughes, Assistant Director of Registrar and Records for Academic Partnership Enrollment, B.A., Montclair State University

Marketing

Tricia Perrotti, Director of Marketing and Communications, B.A., Marist University

Christine Albano, Associate Director of Marketing, MBA, B.A., Felician University

Abigail Letson, Marketing Manager, B.A., Pace University

Kristin Bombel, Staff Assistant for Marketing and Communications, B.A., Felician University

Office of International Programs

Dennis Graham, Director of International Programs; B.S. International Affairs, Georgetown University; M.A. Philosophy and Education, Columbia University

Rebecca Chernyakhovsky, Assistant Director of International Admissions, BBA, Pace University, M.A., New York University

Registrar

Erminda Velez-Quinones, Director of Registration & Records, School Certifying Official for Veterans, B.S., Felician University, MBA, Felician University (In Progress)

Marybeth O'Flanagan, Associate Director of Registration & Records, B.A. Marymount College

Lauren Venechanos, Assistant Director of Registration & Records

Jo-Ann Fondanarosa, Coordinator of Placement Testing and Transfer Evaluation, A.A. Bergen Community College, B.A., M.A., Felician College

Maureen Artuso, Cohort Coordinator

Sophia Marino, Associate Director of Academic Operations, B.A., Kings College, M.A., L.A.C., Felician University

Lynne Richardson, Colleague Specialist, B.A., Haverford College, M.A., William Paterson University

Mission Integration

Fr. Thomas H. Franks, OFM Cap., M.S., MDiv., STL, Vice President for Mission Integration, Fordham University, M.S., Manhattan College, M.Div., Weston Jesuit School of Theology, S.T.L., The Pontifical University of St. Thomas Aquinas.

Mara Zukowski, Ph.D., Director of the Blessed Mary

Angela Institute, B.A., in English and Religious Studies, University of Massachusetts at Boston, M.A. in Biblical Studies, Fordham University, PhD in Systematic Theology, Fordham University

Noreen Shea, MA, MAPM, Director of Campus Ministry

Reverend John O'Neill, I.V. Dei, PhD., Professor of Religious Studies-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.

Reverend Thomas Ruckert, SDB, Felician University Chaplain, B.A., Don Bosco College, N.J., MA in Theology, The Pontifical College Josephinum, O.H., CAES certificate, Boston College, Boston, M.A.

Business and Finance

Thomas Truchan, Chief Financial Officer, VP for Business and Finance, CPA, B.S., St. Peter's College

Mary Marino, Administrative Assistant to CFO, B.S., King's College

Human Resources

Virginia Topolski, Director of Human Resources; B.S., M.A., Montclair State University; M.A., Felician College

Diane DePadova, Assistant Director of Human Resources and Benefits Coordinator; B.A., Felician College, M.B.A., Felician College

Aimee Gonzalez, Payroll Coordinator

Roxana Hayda, Assistant Director of Human Resources/Employee Relations, B.A., B.S., American University

Angela Miaoulis, Manager of Onboarding and Training, B.A., Felician University

Accounting

Shalini Patel, Controller, B.S., Montclair State University, M.B.A., Felician University

Marian Mugavero, Budget Analyst, B.S. B.A. Felician University, M.A.R.E. Felician University

Linda Kastenbaum, Accounts Payable Coordinator

Eileen Meneghin, Bookkeeper

Lillian Garay, Accounts Payable Clerk

Mailroom and Printery

Christine Thibault, Manager of Mailrooms/Printery - Lodi and Rutherford

Jaylin Colon, Mailroom Staff Assistant

Physical Plant and Maintenance

Meggan Oneill, Director, Buildings and Grounds, B.S., Felician University, M.B.A., Felician University

David Lopez, Sr., Maintenance Supervisor for the Rutherford Campus

Tadeusz Tyszka, Maintenance Supervisor for the Lodi Campus

Skyler Hennessey, Administrative Assistant, B.S., Montclair University, M.B.A., Felician University

Conference and Event Services

Joel Superville, Event and Sales Coordinator, Conference and Event Services; B.S., Felician University, M.B.A., Felician University

Student Affairs

Student Affairs Leadership

Janel Owens, Vice President Student Affairs

Mehtap Ferrazzano, Assistant Vice President, Dean of Students

Onya Brown, Associate Dean of Students & Title IX Coordinator

Marcella Nassi, Administrative Assistant for Vice President of Student Affairs

Counseling and Wellness Services

Kathy Murray, MSW, LCSW-Director

Colleen Mulligan-Moran, BSN-RN- Assistant Director

April Lennon, MSW, LSW- Counselor

Christine Panepinto, MA, CAGS, LAC- Counselor

Lisa Peña, B.A, Administrative Assistant

Child Care Center

Frank Quatrone, Executive Director, School of Education Preschool; B.A., Bridgewater College; M.A., New Jersey City University

Gina Michalski, Lead Teacher, School of Education Preschool; B.A., SUNY Potsdam; M.A., Montclair State University

Debra Tryanowski, Assistant Teacher, School of Education Preschool; Associate Degree in Liberal Arts

Lisa Georgatos, Assistant Teacher, School of Education Preschool

Attitudes Against Violence

Taylor Levine, Project Coordinator, Attitudes Against Violence

Transportation Services

Kamal Tawadros, Transportation Manager, University Transportation

Community Rights and Responsibilities

Dr. Simone Flowers-Taylor, Director of Community Rights and Responsibilities

Center for Student Development and Engagement

Shakira Adams, Director

Ashley Gregory, Assistant Director

David Crawford, Coordinator, Student Life & First Year Experience

Safety and Security

Christopher Musto, Director

Dining Services

Rick Freudenfels, Dining Manager, Chartwells Higher Ed

Housing and Residence Life

Romario DaCosta, Director

University Advancement

Lisa Gibert, Interim Vice President of External Relations, MBA, University of California, Irvine, B.S. University of Oregon

Mary Murphy, Director of Major Gifts & Major Gifts Officer, B.A., Seton Hall University

Laura Pakhmanov, Director of Industry and Foundation Relations, B.A. Brooklyn College, Master's - Human Resource Management, Keller Graduate School

Diane Sedlmeir, Director of Alumni Relations and Annual Giving, B.A., M.B.A., Felician University

Noelle Agosta, Assistant Director of Alumni Relations, AAS Eastwick College

Ben Dinallo, Jr., Gift Officer, B.A. Columbia School of Broadcasting

John Cross, University Writer/Researcher, B.A. Felician University, M.A., Rutgers University Newark

Aneta Wygonik, Administrative Assistant

Advisory Committees

School of Arts & Sciences Advisory Board

Susan Chapin, Vice President, Technology & Operations Compliance, ABGlobal

Jennifer L. Fischer, Associate Director, Cloud Trust Services | Office of CISO, KPMG

Bernadette P. McPherson, Esq., Director of Outreach, Millennium Strategies

Sandesh Sadalge, Vice President of Analytics, Education Dynamics

Gregory Scott Thomas, Esq., Senior Vice President, General Counsel & Corporate Secretary, Cirrus Logic

School of Business Advisory Committee

James Kirkos, CEO, Meadowlands Regional Chamber of Commerce

Taneshia Nash Laird, Newark Symphony Hall

Catherine Lentini, alum

Leo McGuire, LPM Strategies, LLC, alum

Gerald Rizzo, DMD, Center for Dentistry at Hackensack Meridian Health; Smiles by Rizzo, alum

Andrew Sugar, Starbucks

Monte Williams, awaytravel.com, alum

School of Nursing and Health Sciences Advisory Board

Dianne Aroh, MSN, RN, NEA-BC, Executive Vice President and Chief Nursing Officer, Hackensack

University Medical Center

Mary Ann Donohue-Ryan, PhD., RN, APN, NEA-BC, Vice President for Patient Care Services and Chief Nursing Officer, Englewood Hospital and Medical Center; Past President, New Jersey State Nurses Association

Benjamin Evans, DD, DNP, RN, APN, President, New Jersey State Nurses Association Advanced Practice Nurse; Past President, New Jersey Chapter of the American Psychiatric Nurses Association, Past Chairman of the Institute for Nursing

Ruben D. Fernandez, MA, RN, Vice President Patient Care Services, Palisades Medical Center; Former Board Member, American Nurses Association and New Jersey State Nurses Association

Linda Gural, RN, American Nurses Association Board of Directors, Staff Nurse; Past President, New Jersey State Nurses Association

Nancy E. Holecek, MHCA, RN, NE-BC, Senior Vice President of Patient Care Services/CNO, RWJBarnabas Health, Northern Region

Lucille A. Joel, EdD, RN, FAAN, Member, New Jersey State Board of Nursing; Professor, Rutgers University School of Nursing; Past President, American Nurses Association and Past President, New Jersey State Nurses Association

Diann Johnson, MSN, RN, NEA-BC, Vice President Patient Care Services, Monmouth Medical Center

Lynn Kearney, MS, RN, NE-BC, Chief Nursing Officer, Robert Wood Johnson University Hospital Somerset

Bonnie Michaels, RN, MA, NEA-BC, FACHE, Consultant

Judith Padula, MSN, RN, Vice President of Patient Care Services/ Chief Nursing Officer, St. Joseph's Healthcare System

Gayle Pearson, DrPH, RN, Consultant

JoAnne Penn, MA, RN, BC, Member, Board of Directors, New Jersey State Nurses Association; Pediatric Primary Care Nurse, Private Practice; Past President and Treasurer, New Jersey State Nurses Association; Past Chair, American Nurses Association Political Action Committee

Norma L. Rodgers, BSN, RN, CCRA, Senior Site Manager, Oncology Clinical Trials, Past President, New Jersey State Nurses Association

Rosemarie D. Rosales, D.N.P., M.P.A., R.N., CCRN, CPHQ, Corporate Regional Director, Hemodialysis Services, Prime Healthcare; Member, Board of Directors, New Jersey State Nurses Association

Mary Beth Russell, PhD, RN, Vice President Clinical Education, Barnabas Health; Director of Nursing Education and Research, Saint Barnabas Medical Center

Philip Scalo, Esq., President and Chief Executive Officer, Bartley Healthcare

Judith Schmidt, MSN, RN, Chief Executive Officer, New Jersey State Nurses Association, Past President, New Jersey State Nurses Association

MaryPat Sullivan, M.S.N., R.N., CNS, Chief Nursing Officer, Overlook Hospital

Carolyn T. Torre, M.A., R.N., APN, Practice Consultant

Ann Twomey, R.N., President Health Professionals and Allied Employees Union, Past Commissioner, New Jersey Access to Health Care Commission

School of Education Advisory Board

Dr. Giovanni Giancaspro, Superintendent – East Rutherford

Dana Regan, Director 21 & Over, Felician University

Prof. Annette Rychorski, Felician University

Prof. Maryanne Joyce, Felician University

Mr. Phil DeFalco, COO – YCS

Sr. Annelle, Director, Blessed Mary Angela

Prof. Brown Grant, Felician University

Dr. John Burke, Felician University

Mr. Nick Londy, Felician University

Mr. Michael Farielly, Gramon Schools – Principal

Mr. Emil Carafa, Adjunct, Felician University

Dr. Sharon Towler, Felician University

Dr. Kuchar, South Bergen Jointure Commission – Superintendent

Mr. Jim Theberry, Director of Division of Disability
Services of Bergen County

Locations

Lodi Campus

Directions to the 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

Directions to the 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)

Offsite Partner Locations

Offsite Locations

Hybrid ABSN Program
300 Kimball Drive Suite 502,
Parsippany, NJ 07054

Mercer County Community College
1200 Old Trenton Road
West Windsor, New Jersey 08550

Middlesex County College
2600 Woodbridge Avenue
Edison, NJ 08818

Raritan Valley Community College

118 Lamington Road

Branchburg, New Jersey 08876

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

Degrees/Certificates

Business

MBA Programs

Shape a Brighter Future. Become a Transformational Leader.

The Felician University Executive MBA program is designed for ambitious professionals 6 to 10 years into their professional careers, ready to take the next step in their leadership journey. Our program equips you with the skills and knowledge to navigate complex business environments, fostering innovation, ethical decision-making, and social responsibility.

Here's what sets us apart:

- **Develop in All Dimensions:** Sharpen your critical thinking, problem-solving, and creativity to tackle emerging challenges.
- **Lead with Integrity:** Make ethical choices that benefit your organization and stakeholders.
- **Embrace Change:** Become a catalyst for positive transformation, guiding your team through uncertainty.
- **Build Meaningful Connections:** Forge strong ties between your business and the community, reflecting Felician's Franciscan heritage.
- **Graduate in just 12 months** with a convenient online format.
- **Learn from industry leaders:** Gain invaluable insights from experienced industry experts and business faculty.
- **Network with a diverse cohort:** Expand your professional circle and exchange ideas.

Business – Master of Business Administration

Program length: 12 months

Program Requirements

Executive M.B.A.

ENT-510 Leadership for the 21st 3

	Century	
ENT-520	Entrep. Leadership & Strat. Formulation	3
ENT-540	Innovation Management	3
ENT-502	Corporate Entrepreneurship	3
QUAN-571	Statistical Analysis for Busin	3
ENT-550	Special Topics in Innov & Entrep Leader	3
ECON-571	Economics for Management	3
ENT-530	Organizational Performance & Ethics	3
ACC-571	Applied Managerial Accounting	3
FIN-572	Financial Tools and Techniques	3
ENT-595	Competency Portfolio Review Assessment	3
ENT-599	Venture Growth Strategies (capstone)	3

Subtotal: 36

Master of Business Administration – Healthcare Administration

Conducting business within the healthcare system demands a unique blend of strategic skills and compassionate leadership. Our MBA program with a track in Healthcare Administration combines experiential learning and a cohort model, empowering you to manage, make critical decisions, and problem-solve with ethical professionalism.

As a pioneer in offering Healthcare Administration education in New Jersey, Felician University has curated a distinctive curriculum to prepare you for success within the healthcare system or in industries influencing healthcare.

Benefiting from our renowned Nursing School, the School of Business and Information Sciences has collaborated with top healthcare professionals to create a program aligned with the evolving needs of the healthcare system. Delve into courses covering healthcare policy, human resources, organizational performance and ethics, healthcare information systems, and more, gaining the knowledge and skills to handle complex real-life situations.

The MBA program with a track in Healthcare Administration is a 36-credit offering, seamlessly integrating with our blended learning model, allowing completion in just two years. Throughout the program, you

will build a professional portfolio showcasing competencies sought by employers in hospitals and healthcare settings. This portfolio reflects your work, including analyses of case studies and healthcare projects conducted beyond the classroom.

An MBA with a track in Healthcare Administration from Felician University empowers you to advance in your career, creatively navigating the dynamic elements of the healthcare environment. With flexible scheduling and an innovative curriculum that merges business knowledge with healthcare expertise, you'll emerge as a marketable, knowledgeable, and prepared professional.

Program Requirements

Healthcare Administration M.B.A.

MBA-001		
ENT-510	Leadership for the 21st Century	3
ENT-520	Entrep. Leadership & Strat. Formulation	3
HCA-515	Management and Structural Analysis of He	3
ECON-571	Economics for Management	3
CS-630	Information Systems Management of Data	3
HCA-620	Clin.Dec. Making in Healthcare	3
ENT-530	Organizational Performance & Ethics	3
FIN-572	Financial Tools and Techniques	3
ACC-571	Applied Managerial Accounting	3
ENT-550	Special Topics in Innov & Entrep Leader	3
HCA-590	Advanced Healthcare Policy	3
HCA-595		

Subtotal: 36

Business – Innovation and Entrepreneurial Leadership: Master of Business Administration

Mission

The mission of the School of Business and Information Sciences 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 and Information Sciences 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) on request
- 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 and Associate Dean of the School of Business and Information Sciences. 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 and Information Sciences 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. If a student does not receive a grade of C or higher on the first attempt of a course, that course can be repeated once. Failure to achieve a grade of C or higher on the second attempt will result in program dismissal. Students are permitted to repeat no more than two courses in 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 and Information Sciences 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.

Program Learning Outcomes

Upon completion of the MBA-program, students should be able to:

- Develop and demonstrate critical reasoning through the ability to recognize the existence of problems and facilitate problem solving
- Develop and demonstrate creativity through synthesis of prior knowledge and skills to create new perspectives and patterns in idea development and problem-solving approaches
- Apply the skills of management science necessary for good decision making
- Demonstrate effective written and oral communication skills
- Demonstrate teamwork through compassionate service to others
- Develop ethical decision making through demonstration of the Franciscan values when making business decisions

Program length: 24 months

Program Requirements

Innovation and Entrepreneurial Leadership M.B.A.

MBA-001		
ENT-510	Leadership for the 21st Century	3
ENT-540	Innovation Management	3
ENT-530	Organizational Performance & Ethics	3
ACC-571	Applied Managerial Accounting	3
QUAN-571	Statistical Analysis for Busin	3
FIN-572	Financial Tools and Techniques	3
ENT-502	Corporate Entrepreneurship	3
ECON-571	Economics for Management	3
ENT-520	Entrep. Leadership & Strat. Formulation	3
ENT-550	Special Topics in Innov &	3

ENT-595	Entrep Leader Competency Portfolio Review Assessment	3
ENT-599	Venture Growth Strategies (capstone)	3
Subtotal: 36		

Computer Science

Mission Statement of the Information Sciences Division

In accordance with the University's mission, the mission of the Information Sciences Division is to equip our students with technology competence, literacy, knowledge and skills that will bring them to "their highest potential and prepare them to meet the challenges of the new century with informed minds and understanding hearts." As a liberal arts University, the CS-curricula contributes in providing our graduates with the necessary critical thinking and problem-solving skills needed by today's workplace and society at large.

The purpose of the Computer Science major is to prepare students to work for government agencies, healthcare institutions, private companies, and to pursue graduate degrees. The field of Computer Science is one of the professions predicted by the U.S. Department of Labor to have employment projected to grow 23% from 2022 to 2032. This program emphasizes an understanding of the field of Computer Science both as an academic discipline as well as a profession. Graduates of this program will be well-versed with various areas of Computer Science that have shaped the discipline during its explosive existence. In addition, this program will provide a firm grounding in the liberal arts, while assuring in-depth study of the discipline of computer science. Topics include software engineering, computer hardware and systems software, network and data communications, computer systems analysis and design, and database management systems.

Upon completion of a program in the Information Sciences division, students will be able to:

- **Critical Thinking and Problem Solving:** Apply critical thinking and problem-solving skills to analyze complex problems, identify solutions, and evaluate their effectiveness within the context of information systems and technology.
- **Ethical and Professional Conduct:** Demonstrate ethical and professional conduct in the application of information technologies, considering the social, legal, and ethical implications of their work.
- **Communication and Collaboration:** Communicate effectively, both orally and in writing, with technical

and non-technical audiences, and collaborate effectively in team settings.

- **Technical Proficiency:** Demonstrate proficiency in the core concepts and technologies relevant to their chosen field within information sciences (Computer Science, Cybersecurity, or Data Science).

See the program for School of Business for more degree information.

Computer Science: Master of Science

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.

Note: if a course that can be considered as required is not selected as such (from the Required Courses II-3 credits), then it can be selected as an elective, if desired.

Program length: 24 months (based on full-time enrollment)

Program Requirements

Computer Science M.S. Core

CS-600	Advanced Algorithm Design & Implementati	3
CS-620	Operating Systems Design	3

Choose one from

CS-625	Principles of Programming Languages	3
CS-635	Object Oriented Analysis & Design	3
CS-690	Adv. Software Engineering	3

Subtotal: 9

Computer Science M.S. Electives

Take 21 credits from:

CS-598	Advanced Program Java	3
CS-599	Advanced Database & Knowledge Discovery	3
CS-605	Graph Algorithms	3
CS-610	Advanced Comp Architecture	3
CS-615	Models of Computations & Formal Language	3
CS-625	Principles of Programming Languages	3
CS-630	Information Systems Management of Data	3
CS-635	Object Oriented Analysis &	3

	Design	
CS-640	Parallel Programming	3
CS-645	Advanced Web Desing & Scripting Language	3
CS-650	Information & Digital Security	3
CS-655	Advanced Cryptography	3
CS-660	Cloud Computing	3
CS-665	Artificial Intelligence	3
CS-640	Parallel Programming	3
CS-670	Advanced Database Management Systems	3
CS-675	Advanced Data Mining	3
CS-680	Computer Graphics	3
CS-685	Game Development	3
CS-690	Adv. Software Engineering	3
CS-691	Human Computer Interaction	3
CS-692	Ethical Issues in Technology	3
CS-695	Special Topics in Computer Science	3
CS-699	Capstone Project	3
CS-699	Capstone Project	3
CS-700	Master's Thesis in Computer Science I	3
CS-701	Master's Thesis in Computer Science II	3

Subtotal: 21

Cybersecurity: Master of Science

The M.S. Cybersecurity Program solidifies our commitment to providing top-tier education in this rapidly evolving field. With cybersecurity becoming increasingly critical in today's digital landscape, our program equips students with the knowledge and skills needed to tackle complex cyber threats head- on. Whether you're looking to advance your career or transition into this high-demand industry, our comprehensive curriculum and expert faculty ensure that you'll be prepared to excel in this dynamic field.

Program length: 24 months (based on full-time enrollment)

Program Requirements

Foundation Courses M.S. Cybersecurity

CS-600	Advanced Algorithm Design & Implementati	3
CS-620	Operating Systems Design	3
CS-665	Artificial Intelligence	3

Subtotal: 9

M.S. Cybersecurity Track

CS-655	Advanced Cryptography	3
--------	-----------------------	---

CS-682	Advanced Network Security	3
CS-683	Capstone Research in Cybersecurity	3
CSEC-665	Advanced Digital Forensics	3
CSEC-670	Advan Penetration Testing & Cyberwarfare	3

Subtotal: 15

Electives M.S. Cybersecurity		
CS-650	Information & Digital Security	3
CS-695	Special Topics in Computer Science	3

Subtotal: 6

Data Science: Master of Science

Part of this program is pending approval

The M.S. in Data Science program will train students in the methods and applications of data science, an interdisciplinary field that involves mathematics, computer science, statistics, and information science, and prepare students to meet the fast-growing need for highly qualified personnel in the fields of data science and artificial intelligence. The program will develop a broad academic and practical literacy in the required areas, so that students are able to critically select and apply appropriate methods and techniques to extract relevant and important information from data. It will provide strong core training so that graduates can adapt easily to changes and new demands from industry and enable students to understand not only how to apply certain methods, but when and why they are appropriate.

Program length: 24 months (based on full-time enrollment)

Program Requirements

Foundation Courses M.S. Data Science		
CS-600	Advanced Algorithm Design & Implementati	3
CS-620	Operating Systems Design	3
CS-665	Artificial Intelligence	3

Subtotal: 9

M.S. Data Science Track		
CS-605	Graph Algorithms	3
CS-675	Advanced Data Mining	3
CS-682	Advanced Network Security	3
CS-692	Ethical Issues in Technology	3
CS-705		

Subtotal: 15

CS-705: Pending approval.

Electives M.S. Data Science		
CS-690	Adv. Software Engineering	3
CS-695	Special Topics in Computer Science	3

Subtotal: 6

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;
- 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 dual licensure in early childhood education and special education, elementary education and special education, middle grades, secondary education and special education, English as a second language, 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: early childhood education, elementary education, middle grades and/or secondary education, English as a second language, 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.

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. 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. Within their first year in the program, graduate students seeking initial certification must also take the appropriate PRAXIS II Subject Assessment(s) that aligns with the endorsement area(s). Please check with your advisor to confirm the correct Praxis Subject Assessment(s) required. If a student fails to submit evidence of a qualifying score on the PRAXIS II Subject Assessments(s) the student will not be permitted to student teach.
8. 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.
4. Only complete applications will be considered for admission.

The Program Coordinator and the Dean of the 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 unless they are enrolled in one of our 4+1 combined degree programs within the School of Education.

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 lower than B in a graduate course must repeat that course, and that course may be 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 all graduate credits, as required in the particular strand of the degree or certificate program.
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, Thesis, and/or Capstone Project as required by the student's graduate program.

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 early childhood (P-3), elementary (K-6), middle (5-8) or secondary (K-12), English as a Second Language (ESL), special education (TOSD), 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 within one year of program completion. 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 Early Childhood (P-3), Elementary (K-6), Elementary (K-6) plus Middle School (5-8) or Secondary (K-12), and Teacher of Students with Disabilities (TOSD) endorsements must complete Clinical Internship (EDU-673) and Clinical Internship seminar (EDU-672). Students seeking Early Childhood (P-3), Elementary (K-6), Elementary (K-6) plus Middle School (5-8) or Secondary (K-12), and Teacher of Students with Disabilities (TOSD) endorsements will do their student teaching in an inclusive classroom or in a combined regular 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 appropriate PRAXIS II Subject Assessment(s).
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 12. Clinical seminar II (and clinical Practice II) plus one education course only with the advisor's permission. Complete a minimum of 100 clinical hours of supervised contact with children in a variety of learning situations, prior to clinical internship. This includes two days a week in Clinical Practice I and an additional 50 hours will be determined through early program coursework (e.g. EDU-657, EDU-659, EDU-661, EDU-665 in Early Childhood (P-3), Elementary (K-6)) and (e.g., EDU-657, EDU-678 and EDU-666 in Elementary (K-6) plus Middle School (5-8) or Secondary (K-12), and Teacher of Students with Disabilities (TOSD).

Maximum Allowable Credits during Clinical Practice

The maximum number of credits during the clinical practice semester cannot exceed 12 (Clinical Seminar II (EDU-672 / 1 credit) and Clinical Practice II (EDU-673 / 8 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 for School of Education Programs

A candidate will not be assigned to a school/town/ district if the following criteria apply:

1. A candidate has or currently resides in a requested school/town/district and has family members currently employed for said district.
2. A candidate has been or is currently employed in a requested school/town/district.*
3. A candidate has been or is currently an aide/ assistant, board member (or related to one) or a PTA/PTO executive member in a requested school/town/district.**
4. A candidate has children attending a school in a requested school/town/district.
5. A candidate has a relative attending/ employed in a requested school/town/district
6. A candidate has any other affiliation with any of the requested schools/towns/districts.

A candidate who fails to indicate any of the above information on the Clinical Practice Application Form/Clinical Practice I & II Request for Placement Form, which is processed by the Office of Field Experiences.

**A candidate working in a private school that does not require certification will have their situation reviewed on a case-by-case basis.*

***A candidate who has been an aide or a paraprofessional may complete CP I and II in their school of employment with the approval of the Dean and/or Associate Dean.*

Recommendation Graduate Students for a New Clinical Internship Placement – CLINICAL INTERNSHIP POLICY

- **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.
- b. Upon the recommendation of the Committee, the Dean of the School of Education, with the approval of the Provost and 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.
- c. 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.
 - If the student rejects the second placement, the student will receive a grade of F for student teaching.
 - If the student asks to remain at the first placement and subsequently fails student teaching, no second attempt will be permitted.
 - If the student is removed for other than academic reasons, the student will receive a grade of F and will be dismissed from the program. The student may appeal the decision following the guidelines in the Felician University Catalog or Student Handbook.
- d. 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.)

- A different supervisor will be assigned for the second attempt.
 - The student will be required to pay the cooperating teacher's stipend for the second student teaching experience.
- e. 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.
- f. If the student fails his/her second attempt, Felician University will not find another placement and will issue a grade of F on the student's transcript.
- **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.
 - **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

- **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 Provost and 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 Teacher Education Programs

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

- 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.

**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 Felician University website, student-health-form-92016.pdf (felician.edu).

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 of the School of Education in accordance with state requirements and mandates.**
- *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/>).*

English as Second Language Endorsement (ESL)

Endorsement

Degree Requirements

1. Completion of 15 graduate credits.
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.

Overview

The ESL endorsement 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 Graduate Admissions.
2. Submit all supporting documentation required.
3. Pay the application fee to the Office of Admissions.
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 3.00 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.
5. A standard NJ instructional or educational services certificate or its out-of-state equivalent is required. A copy of this certificate must be presented.
6. Proven proficiency in the English language: submit a notarized Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT). If a candidate does not have this at the time of admission then they must submit these passing scores while enrolled in the

program

7. One professional letter of recommendation
8. Completed application

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.

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 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 within one year of program completion. This can only be done after successfully completing their 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 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 of the School of Education in accordance with state requirements and mandates.

Program length: 12 months (based on full-time enrollment)

Program Requirements

ESL Endorsement

EDU-511	Intro to Lang and Linguistics	3
EDU-521	Foundation of Literacy K-6	3
EDU-551	Second Language Acquisition	3
EDU-611	Theory & Practice of Teaching EsL	3
EDU-651	Curric & Methods for EsL Learners/Classr	3
EDU-656	Literacy for Diverse Populatio	3
EDU-532	Culturally Responsive Teach & 21st Cent	3

Subtotal: 21

English as Second Language (ESL) M.A.

Complete the ESL Endorsement, then do Additional Elective Coursework to Complete the Masters

To complete the graduate master's program, each student will complete the Endorsement and then participate in 15 graduate credits in courses that are chosen together with the faculty advisor. The additional courses are chosen based on the student's background and future goals of employment. These courses are taken within the School of Education.

Program Requirements

ESL Endorsement

EDU-511	Intro to Lang and Linguistics	3
EDU-521	Foundation of Literacy K-6	3
EDU-551	Second Language Acquisition	3
EDU-611	Theory & Practice of Teaching EsL	3
EDU-651	Curric & Methods for EsL Learners/Classr	3
EDU-656	Literacy for Diverse Populatio	3
EDU-532	Culturally Responsive Teach & 21st Cent	3

Subtotal: 21

ESL M.A.

Required Courses for Master’s Degree

Take 15 credits from Graduate Level EDU-courses in consultation with your advisor

Subtotal: 15

Learning Disabilities Teacher Consultant Endorsement

Endorsement

The LDT-C Certification is designed to prepare teachers to become educational diagnosticians functioning on a Child Study Team. The need for learning consultants in the State of New Jersey who are skilled, collaborative, and compassionate is significant. The design of this program will afford such LDT-C candidates this opportunity. Discover how to work with child study teams, families, teachers, and administrators to create the most effective learning environment and curriculum for students with disabilities.

Program length: 18 months (based on full-time enrollment)

Program Requirements

Learning Disabilities Teacher Consultant Endorsement

LDTC-500	Impact Neuro&Physio Factors on Stu Perf	3
LDTC-501	Theory&Practices Sup Indiv W Dyslexia	3
LDTC-502	Data Driven Decision Making & Collection	3
LDTC-503	Needs & Diagnosis Children W/Disabilitie	3
LDTC-504	LDTC Clinical Internship	3
EDU-630	Moderate to Profound Disabilities	3
EDU-506	Edu Devl Stu With & W/Out Dis	3
EDU-801	Educational Programming for Students Wit Autism Spectrum Disorders and Other Developmental Disabilities	3

Subtotal: 24

Teacher of Students with Disabilities Endorsement (TOSD)

Overview

The Teacher of Students with Disabilities endorsement

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 about how to best meet the needs of diverse learners 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 various disabilities to construct supportive learning environments for uniquely abled learners. Specific to our Franciscan Values, a TOSD 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. Two professional letters of recommendation
4. Completed application

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 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 students who successfully complete their designated program may reach out to the Certification Officer for the School of Education. 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 within one year of program completion. This can only be done after successfully completing their 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 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 of the School of Education in accordance with state requirements and mandates.

Program Requirements

Teacher of Students with Disabilities Endorsement		
EDU-685	Special Education: a Diverse Society	3
EDU-625	Classroom Management & Positive Behavior Support	3
EDU-801	Educational Programming for Students Wit Autism Spectrum Disorders and Other Developmental Disabilities	3
EDU-656	Literacy for Diverse Populatio	3
EDU-658	Understanding Special Populations	3

EDU-667	Universal Design & Assistive Technology	3
EDU-671	Supp Success of Uniquely Abled	3

Subtotal: 21**Master of Arts in Education (with TOSD Endorsement)**

Students may opt to enter the MA option (Phase Two) toward the end of TOSA 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 (Phase Two) with TOSD endorsement requires completion of an additional 15 credit-hours of study at the graduate level (EDU-500 and 600 level courses), as required in the particular strand, including EDU-570, Introduction to Research, with a minimum GPA of 3.0 and a minimum grade of B. The fifteen Master completion credits are state pre-approved courses from our Master of Arts in Education program.

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 15 additional credits, as required in the particular strand.
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.

To complete the graduate master’s program, each student will complete the Endorsement and then participate in 15 graduate credits in courses that are chosen together with the faculty advisor. The additional courses are chosen based on the student’s background and future goals of employment. These courses are taken within the School of Education.

Processing of Licensing Endorsement Applications

All students who successfully complete their designated program may reach out to the Certification Officer for the School of Education. 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 within one year of program completion. This can only be done after successfully completing their 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 based upon their program of study).

Program Requirements

Teacher of Students with Disabilities Endorsement

EDU-685	Special Education: a Diverse Society	3
EDU-625	Classroom Management & Positive Behavior Support	3
EDU-801	Educational Programming for Students Wit Autism Spectrum Disorders and Other Developmental Disabilities	3
EDU-656	Literacy for Diverse Populatio	3
EDU-658	Understanding Special Populations	3
EDU-667	Universal Design & Assistive Technology	3
EDU-671	Supp Success of Uniquely Abled	3

Subtotal: 21

Required Courses for Master’s Degree (TOSD)

Take 15 credits from Graduate Level EDU-courses in consultation with your advisor

Subtotal: 15

**Early Childhood Education (P–3):
Graduate Initial Licensure with TOSD
Endorsement**

Licensure

Program Requirements

Early Childhood Education Initial Graduate Licensure with TOSD Endorsement

EDU-657	Transition Into Teaching	3
EDU-674	Intro to Early Childhood	2
EDU-658	Understanding Special Populations	3
EDU-659	Mathematical Explo. II & Field	2
EDU-676	Young Child & Emergent Lit	3
EDU-662	Reading Diagn & Remediation	3
EDU-663	Educational Assessment	3
ECED-667		
EDU-665	Inquiry Based Lear Thru STEM	2
EDU-667	Universal Design & Assistive Technology	3
EDU-668	Clinical Practice 1 Seminar	1
EDU-669	Clinical Practice I	2
EDU-671	Supp Success of Uniquely Abled	3
EDU-672	Clinical Internship Seminar	1
EDU-673	Clinical Internship	8

Subtotal: 44

**Master of Arts in Education (with Early
Childhood Education Endorsement)**

To complete the graduate master’s program, each student will participate in 15 additional graduate credits in courses that are chosen together with the faculty advisor. The additional courses are chosen based on the student’s background and future goals of employment. These courses are taken within the School of Education and begin with EDU-657 Transition into Teaching.*

Program Requirements

Early Childhood Education Initial Graduate Licensure with TOSD Endorsement

EDU-657	Transition Into Teaching	3
EDU-674	Intro to Early Childhood	2
EDU-658	Understanding Special Populations	3
EDU-659	Mathematical Explo. II &	2

	Field		
EDU-676	Young Child & Emergent Lit	3	
EDU-662	Reading Diagn & Remediation	3	
EDU-663	Educational Assessment	3	
ECED-667			
EDU-665	Inquiry Based Lear Thru STEM	2	
EDU-667	Universal Design & Assistive Technology	3	
EDU-668	Clinical Practice 1 Seminar	1	
EDU-669	Clinical Practice I	2	
EDU-671	Supp Success of Uniquely Abled	3	
EDU-672	Clinical Internship Seminar	1	
EDU-673	Clinical Internship	8	
			Subtotal: 44

Early Childhood (P–3) Education M.A.

Take 15 credits from Graduate Level EDU-courses in consultation with your advisor

Subtotal: 15

Elementary Education (K–6) with Middle School (5–8) and TOSD Endorsement: Graduate Initial Licensure

Licensure

Program Requirements

Elementary Education Initial Graduate Licensure with Middle School and TOSD Endorsement

EDU-657	Transition Into Teaching	3
EDU-658	Understanding Special Populations	3
EDU-659	Mathematical Explo. II & Field	2
EDU-661	School Curric: Read/Lang Arts	2
EDU-662	Reading Diagn & Remediation	3
EDU-663	Educational Assessment	3
EDU-664	Curr Inter & Teach SS	2
EDU-665	Inquiry Based Lear Thru STEM	2
EDU-667	Universal Design & Assistive Technology	3
EDU-668	Clinical Practice 1 Seminar	1
EDU-669	Clinical Practice I	2
EDU-671	Supp Success of Uniquely Abled	3

EDU-672	Clinical Internship Seminar	1
EDU-673	Clinical Internship	8
		Subtotal: 44

Master of Arts in Education (with Elementary Education K–6 and 5–8 Endorsement)

To complete the graduate master's program, each student will participate in 15 additional graduate credits in courses that are chosen together with their faculty advisor. The additional courses are chosen based on the student's background and future goals of employment. These courses are taken within the School of Education.

Program Requirements

Elementary Education Initial Graduate Licensure with Middle School and TOSD Endorsement

EDU-657	Transition Into Teaching	3
EDU-658	Understanding Special Populations	3
EDU-659	Mathematical Explo. II & Field	2
EDU-661	School Curric: Read/Lang Arts	2
EDU-662	Reading Diagn & Remediation	3
EDU-663	Educational Assessment	3
EDU-664	Curr Inter & Teach SS	2
EDU-665	Inquiry Based Lear Thru STEM	2
EDU-667	Universal Design & Assistive Technology	3
EDU-668	Clinical Practice 1 Seminar	1
EDU-669	Clinical Practice I	2
EDU-671	Supp Success of Uniquely Abled	3
EDU-672	Clinical Internship Seminar	1
EDU-673	Clinical Internship	8

Subtotal: 44

Elementary Education (K–6) with Middle School (5–8) and TOSD M.A.

Take 15 credits from Graduate Level EDU-courses in consultation with your advisor

Subtotal: 15

Elementary Education (K–6) with TOSD Endorsement: Graduate Initial Licensure

Licensure

Program Requirements

Elementary Education Initial Graduate Licensure with TOSD Endorsement

EDU-657	Transition Into Teaching	3
EDU-658	Understanding Special Populations	3
EDU-659	Mathematical Explo. II & Field	2
EDU-661	School Curric: Read/Lang Arts	2
EDU-662	Reading Diagn & Remediation	3
EDU-663	Educational Assessment	3
EDU-664	Curr Inter & Teach SS	2
EDU-665	Inquiry Based Lear Thru STEM	2
EDU-667	Universal Design & Assistive Technology	3
EDU-668	Clinical Practice 1 Seminar	1
EDU-669	Clinical Practice I	2
EDU-671	Supp Success of Uniquely Abled	3
EDU-672	Clinical Internship Seminar	1
EDU-673	Clinical Internship	8

Subtotal: 41**Master of Arts in Education (with Elementary K–6 and TOSD Endorsement)**

To complete the graduate master's program, each student will participate in 15 additional graduate credits in courses that are chosen together with their faculty advisor. The additional courses are chosen based on the student's background and future goals of employment. These courses are taken within the School of Education.

Program Requirements

Elementary Education Initial Graduate Licensure with TOSD Endorsement

EDU-657	Transition Into Teaching	3
EDU-658	Understanding Special Populations	3
EDU-659	Mathematical Explo. II & Field	2
EDU-661	School Curric: Read/Lang Arts	2
EDU-662	Reading Diagn & Remediation	3
EDU-663	Educational Assessment	3
EDU-664	Curr Inter & Teach SS	2
EDU-665	Inquiry Based Lear Thru	2

EDU-667	STEM Universal Design & Assistive Technology	3
EDU-668	Clinical Practice 1 Seminar	1
EDU-669	Clinical Practice I	2
EDU-671	Supp Success of Uniquely Abled	3
EDU-672	Clinical Internship Seminar	1
EDU-673	Clinical Internship	8

Subtotal: 41

Elementary Education (K–6) with TOSD M.A.

Take 15 credits from Graduate Level EDU-courses in consultation with your advisor

Subtotal: 15**Secondary Education (K–12) with TOSD Endorsement: Graduate Initial Licensure**

Licensure

Program length: 24 months (based on full-time enrollment)

Program Requirements

Secondary Education with TOSD Endorsement

EDU-657	Transition Into Teaching	3
EDU-658	Understanding Special Populations	3
EDU-678	The Integrated Curr: Ela	3
EDU-662	Reading Diagn & Remediation	3
EDU-663	Educational Assessment	3
EDU-667	Universal Design & Assistive Technology	3
EDU-668	Clinical Practice 1 Seminar	1
EDU-669	Clinical Practice I	2
EDU-671	Supp Success of Uniquely Abled	3
EDU-672	Clinical Internship Seminar	1
EDU-673	Clinical Internship	8

Subtotal: 37**Master of Arts in Education (with K–12 Secondary Education and TOSD Endorsement)**

To complete the graduate master's program, each student will participate in 15 additional graduate credits in courses that are chosen together with their faculty advisor. The additional courses are chosen based on the student's background and future goals of employment. These

courses are taken within the School of Education.

Program Requirements

Secondary Education with TOSD Endorsement

EDU-657	Transition Into Teaching	3
EDU-658	Understanding Special Populations	3
EDU-678	The Integrated Curr: Ela	3
EDU-662	Reading Diagn & Remediation	3
EDU-663	Educational Assessment	3
EDU-667	Universal Design & Assistive Technology	3
EDU-668	Clinical Practice 1 Seminar	1
EDU-669	Clinical Practice I	2
EDU-671	Supp Success of Uniquely Abled	3
EDU-672	Clinical Internship Seminar	1
EDU-673	Clinical Internship	8

Subtotal: 37

K–12 Secondary Education and TOSD M.A.

Take 15 credits from Graduate Level EDU-courses in consultation with your advisor

Subtotal: 15

Behavior and Autism Studies

Program Mission

The graduate program in Autism and Applied Behavior Analysis emphasizes the principles of learning and the systematic application of evidence-based behavioral strategies to promote gains across multiple areas including behavior, academics, social- communication, and community integration. Based on the Behavior Analysis Certification Board (BACB) Task Content Outcome 6 (TCO6) Standards and Ethical Code, the program provides the knowledge and skills required to (a) conduct behavioral assessments, (b) design interventions that facilitate the acquisition of positive skills and the reduction of behaviors that interfere with learning, (c) implement and evaluate the effectiveness of interventions, (d) provide behavior analytic consultation and supervision services, and (e) serve in accordance with BACB ethical standards. In order for a student to sit for the BACB examination, all program requirements, as well as all necessary experience hours, as well as pass the BACB examination. Once the student passes the BACB examination, then the certification of Board Certified Behavior Analyst (BCBA) is earned.

Program Description

All students entering the program will participate in graduate courses that meet the BCBA Task List TC06 Requirements. <https://www.bacb.com/wp-content/uploads/2022/01/BCBA-6th-Edition-Test-Content-Outline-240903-a.pdf>

Students must complete a core set of ten lecture-based courses (30 credits) and two required practicum (6 credits) as well as 6 credit hours of additional elective coursework chosen with their faculty advisor. The total program involves 42 graduate credits. The core ABA set of classes has been approved by the Association for Behavior Analysis International (ABAI) and is a registered ABAI Verified Course Sequence (VCS) meets the BACB Task List V Requirements. The students must have a “B-” in all of the courses to remain in the program. As part of the coursework, students will also be required to complete a Capstone project which will be made up of two courses targeting a specific area of study. First, students will conduct a literature review on a chosen academic topic. Then, in a following semester, students will conduct a meta-analysis of their literature review or implement an experimental evaluation within the identified area.

Content experts in the discipline: Content experts in the discipline establish the BACB requirements and examination content. Students are required to thoroughly review the BCBA requirements and associated documents.

Please note that the Behavior Analyst Certification Board (BACB®) and/or the Applied Behavior Analysis International (ABAI®) can make changes to eligibility requirements for certification at any time. Current and future students are required to review information from the BACB and remain current with updates <https://www.bacb.com/bcba/>

Course Delivery

The courses are offered through synchronous virtual technology offered at Felician University. This format provides the opportunity for lectures, activities, and discussions with peers and professors on a weekly basis. To remotely access the courses, students must adhere to the University General Guidelines that pertain to the needed technology and protocol for participating in the courses.

Electives to complete the master’s degree are offered through an asynchronous 8-week format.

Admission Requirements and Process*

Individuals interested in applying for admission should contact the Director of Graduate Admissions for Felician

University at (201) 559-1466. Information can also be found on the web page under the School of Education, Master's in Education with a Specialization in Autism and ABA. The admission requirements include:

- Completed application to the School of Education Graduate Programs and \$40 application fee
- Graduation from an accredited baccalaureate program with a G.P.A. of 3.0 or higher on a 4.0 scale (flexible)
- Official transcripts of past collegiate work including post-baccalaureate work
- Statement of Professional Interest

Course Transfer Policy

As per the University Policy, a student may transfer in a total of six elective graduate credits towards their Master's degree. In relation to the core courses, the content must be consistent with the content of Felician program courses in terms of the required areas of study according to the BACB Standards. An individual interested in transferring credit hours, must submit official transcripts and course syllabi of the courses for review by the program coordinator. Approval must be obtained by the coordinator and school dean.

Education – Behavior and Autism Studies: Post–Masters Certificate

Certificate

Requirements for the Post–Masters Certification: Behavior and Autism Studies

- Minimum 3.0 GPA in a graduate degree from an accredited university
- Two letters of recommendation
- Letter/Essay addressing why you would like to pursue a career in ABA

BACB Required Content Areas of Study

All students entering the program will participate in graduate courses that meet the BCBA TCO6 Requirements. <https://www.bacb.com/wp-content/uploads/2022/01/BCBA-6th-Edition-Test-Content-Outline-240903-a.pdf>

Students must complete a core set of 8 lecture-based courses (24 credits) and one required practicum (3 credits) to complete this certificate. The total program involves 27

graduate credits. The core ABA set of classes is based on the content identified by the BACB current task list. It also meets the requirements set forth by the Association for Behavior Analysis International (ABAI). The students must have a “B-” in all of the courses to remain in the program.

Please note that the Behavior Analyst Certification Board (BACB®) and/or the Applied Behavior Analysis International (ABAI®) can make changes to eligibility requirements for certification at any time. Current and future students are required to review information from the BACB and remain current with updates <https://www.bacb.com/bcba/>

In addition to the coursework, students are responsible for completing the fieldwork requirement set forth by the BACB under a supervising BCBA in order to be eligible for the BCBA exam. Please note that passing the courses and acquiring the hours will give you the opportunity to sit for the exam, however the BCBA certification is only earned after the student has passed the exam.

Students who are enrolled in this program are subject to the policies and guidelines of the School of Education Program as stated in the current Felician University Catalog and Student Handbook. Passing the BCBA exam is not a requirement for graduation.

Behavior Analyst Certification Board

As is further described by the Board (www.bacb.com), the BACB is a nonprofit 501(c)(3) corporation established in 1998 to meet professional credentialing needs identified by behavior analysts, governments, and consumers of behavior analysis services. On a regular basis, the BACB's certification requirements, exam content, and procedures undergo a review according to international standards for organizations that grant professional credentials. content experts in the discipline.

Content experts in the discipline establish the BACB requirements and examination content. Students are required to thoroughly review the BCBA requirements and associated documents. The VCS-Program Coordinator serves as a liaison between the students and the BACB. Each student must schedule a meeting with the VCS-Coordinator during the first semester in the program.

Post–Masters Certification: Behavior and Autism Studies

Program length: 18 months (based on full-time enrollment)

Program Requirements

Behavior and Autism Studies Post–Masters Certificate		
ABA-501	Basic Principles of Behavior	3
ABA-502	Theory/Philosophy Behavioral Analysis	3
ABA-503	Research Methods in Behavioral Analysis	3
ABA-504	Ethics & Collaboration in ABA	3
ABA-505	Skill Based Assessment & Teaching Strategies	3
ABA-506		
ABA-507	Organizational Behavior Management	3
ABA-508	Applied Principles in Behavior Analysis	3
Choose from		
ABA-511		
	Or	
ABA-512		
		Subtotal: 27

Education – Behavior and Autism Studies: Master of Arts

MA

Requirements for the Master of Arts in Education: Behavior and Autism Studies

- 3.0 GPA from undergraduate program
- Letters of Recommendation
- Letter of Intent/Essay addressing why you would like to pursue a career in ABA
- Teaching license is not required

Master of Arts in Education: Behavior and Autism Studies

BACB Required Content Areas of Study

All students entering the program starting Fall 2025 will participate in graduate courses that meet the BCBA TCO6 Requirements. <https://www.bacb.com/wp-content/uploads/2022/01/BCBA-6th-Edition-Test-Content-Outline-240903-a.pdf>

Students must complete a core set of 10 lecture-based courses (30 credits) and two required practicums (6 credits) as well as 6 credit hours of additional elective coursework

chosen with their faculty advisor. The total program involves 42 graduate credits. The core ABA set of classes is based on the content identified by the BACB current task list. It also meets the requirements set forth by the Association for Behavior Analysis International (ABAI).

The students must have a “B-” in all of the courses to remain in the program. As part of the coursework, students will also be required to complete a Capstone project which will be made up of two courses targeting a specific area of study. First, students will conduct a literature review on a chosen academic topic. Then, in a following semester, students will conduct a meta-analysis of their literature review or implement an experimental evaluation within the identified area.

In addition to the coursework, students are responsible for completing the fieldwork requirement set forth by the BACB under a supervising BCBA in order to be eligible for the BCBA exam. Please note that passing the courses and acquiring the hours will give you the opportunity to sit for the exam, however the BCBA certification is only earned after the student has passed the exam.

Students who are enrolled in this program are subject to the policies and guidelines of the School of Education Program as stated in the current Felician University Catalog and Student Handbook. Passing the BCBA exam is not a requirement for graduation.

Behavior Analyst Certification Board

As is further described by the Board (www.bacb.com), the BACB is a nonprofit 501(c)(3) corporation established in 1998 to meet professional credentialing needs identified by behavior analysts, governments, and consumers of behavior analysis services. On a regular basis, the BACB’s certification requirements, exam content, and procedures undergo reviews and potential changes according to international standards for organizations that grant professional credentials.

Program length: 24 months (based on full-time enrollment)

Program Requirements

Behavior and Autism Studies M.A. Courses		
ABA-501	Basic Principles of Behavior	3
ABA-502	Theory/Philosophy Behavioral Analysis	3
ABA-503	Research Methods in Behavioral Analysis	3
ABA-504	Ethics & Collaboration in ABA	3
ABA-505	Skill Based Assessment &	3

	Teaching Strategies	
ABA-506		
ABA-507	Organizational Behavior Management	3
ABA-508	Applied Principles in Behavior Analysis	3
ABA-509		
ABA-510		
ABA-511		
ABA-512		

Subtotal: 36

Required

Take 6 credits from Graduate Level EDU-courses in consultation with your advisor

Subtotal: 6

Education – Special Education and Behavior and Autism Studies: Master of Arts

MA

Requirements for the Master of Arts in Education: Special Education and Behavior and Autism Studies

- 3.0 GPA from undergraduate
- Letters of Recommendation
- Letter of Intent/Essay addressing why you would like to pursue a career in ABA
- Teaching license is required.

BACB Required Content Areas of Study

All students entering the program starting Fall 2021 will participate in graduate courses that meet the BCBA Task List V Requirements. https://www.bacb.com/wp-content/uploads/2020/11/BCBA-2022EligibilityRequirements_210513.pdf

Current students completing their program of studies based on the Behavior Analyst Certification Board (BACB) Task List V requirements and must ensure that all requirements are met and documents are submitted to the BACB in time to sit for the Task List V Examination prior to it changing on January 1, 2026.

Please note that the Behavior Analyst Certification Board (BACB®) and/or the Applied Behavior Analysis International (ABAI®) can make changes to eligibility requirements for certification at any time. Current and

future students are required to review information from the BACB and remain current with updates <https://www.bacb.com/bcba/>

Students must complete a core set of eight ABAI Verified Course Sequence (VCS) lecture-based courses (23 credits) and one required practicum (3 credits) as well as 15 credit hours of additional Special Education coursework defined below. The total program involves 41 graduate credits. The core ABA set of classes has been approved by the Association for Behavior Analysis International (ABAI) and is a registered ABAI Verified Course Sequence (VCS) meets the BACB Task List V Requirements. The students must have a “B” in all of the VCS-core ABA courses.

Program Requirements

Special Education and Behavior and Autism Studies

EDU-656	Literacy for Diverse Populatio	3
EDU-658	Understanding Special Populations	3
EDU-667	Universal Design & Assistive Technology	3
EDU-671	Supp Success of Uniquely Abled	3
EDU-685	Special Education: a Diverse Society	3
EDU-800	Assessment Methods With Individuals With Autism Spectrum Disorder	3
EDU-801	Educational Programming for Students Wit Autism Spectrum Disorders and Other Developmental Disabilities	3
EDU-802	Applied Behavior Analysis for Students With Autism Spectrum Disorder	3
EDU-803	Single Subject Assessment Methodology	3
EDU-804	Autism: Collaborative ABA Transdisciplinary Intervention	3
EDU-805	Ethics & Prof. Standards ABA	3
EDU-810	Behavioral Assessment & Team Based Prog	3
EDU-811	Practicum in ABA: Seminar	1
EDU-811F		

Subtotal: 41

Optional Electives

EDU-812	Practicum in ABA: Seminar	1
EDU-812F		

EDU-813	Practicum in ABA: Seminar	1
EDU-813F		
EDU-814	Practicum in ABA: Seminar	1
EDU-814F		
Subtotal: 3-9		

Students will participate in a practicum experience that will follow the experience guidelines of the Behavior Analysis Certification Board. Small group supervision will be provided on a weekly basis.

Students will apply the content of the ABA program courses and the Behavior Analyst Certification Board Task List while directly working with individuals with ASD and other Developmental Disabilities in their supervision experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a Board Certified Behavior Analyst.

*Felician University cannot guarantee practicum placement or Fieldwork supervisor. However, we will help assist those students who need to find placements and supervisors.

The VCS-set of eight courses covers the required BACB content areas for Task List V. Please review the information located on the BACB website (<https://www.bacb.com/wp-content/uploads/2020/05/170113-BCBA-BCaBA-coursework-requirements-5th-ed.pdf>).

Students who are enrolled in this program are subject to the policies and guidelines of the School of Education Program as stated in the current Felician University Catalog and Student Handbook.

*Students are responsible for successfully completing all graduate requirements.

**To be eligible to sit for the BCBA exam, students are also responsible for accumulating 2000 supervised fieldwork hours, submit all documents that are required. *Completing 2000 hours is not a requirement for graduation.*

***To become a BCBA students must pass the BACB Task List V BCBA Examination.

****Passing the BCBA exam is not a requirement for graduation.

Additional practicum are offered. If additional practicum not taken, the student will be required to complete additional supervised fieldwork hours outside of the practicum course independently to qualify to sit for the

examination.

Though we strive to find placements and BCaBA fieldwork supervisors for all students, Felician University cannot guarantee practicum placement.

Behavior Analyst Certification Board

As is further described by the Board (www.bacb.com), the BACB is a nonprofit 501(c)(3) corporation established in 1998 to meet professional credentialing needs identified by behavior analysts, governments, and consumers of behavior analysis services. On a regular basis, the BACB's certification requirements, exam content, and procedures undergo a review according to international standards for organizations that grant professional credentials. content experts in the discipline.

Content experts in the discipline establish the BACB requirements and examination content. Students are required to thoroughly review the BCBA requirements and associated documents. The VCS-Program Coordinator serves as a liaison between the students and the BACB. Each student must schedule a meeting with the VCS-Coordinator during the first semester in the program.

Program length: 24 months (based on full-time enrollment)

Course Sequence and Prerequisites

The graduate program curriculum has been designed to have a student participate in the first three courses (EDU-800, 801, & 802) prior to participating in later courses (EDU-803, 804, 805, 809, 810). Students are encouraged to take at least one VCS-course prior to enrolling in the practicum course. In addition, a student must be enrolled or have successfully completed the first two courses of the VCS-program with a minimum of a B. Depending on the student's desire to participate in 3 or 4 courses during the first year, a student can simultaneously enroll in Phase 2 courses that involve the electives.

Required Practicum Experiences

As a major qualification to sit for the BACB Examination to become a Board Certified Behavior Analyst, an applicant must officially participate and document Supervised Fieldwork experience. https://www.bacb.com/wp-content/uploads/2020/11/BCaBA-2022EligibilityRequirements_210513.pdf

The applicant is responsible for acquiring and documenting the fieldwork hours in accordance with the official procedures of the BACB. Students must review the BACB

Fieldwork Requirements during their first semester in the program and sign a document indicating their understanding. In addition, each student will receive a Program and Practicum Handbook that delineates the requirements. Students will be required to sign a document indicating they have received the Program and Practicum Handbooks.

To assist our students in accumulating hours and advanced training, Felician requires each student to participate in one semester practicum experience. Students will participate in a practicum experience that will follow the concentrated supervised fieldwork guidelines of the BACB. During the practicum, a student will participate in a minimum of 15 hours per week of applied behavior analytic work, that involves both hands-on training as well as program planning, development and evaluation activities. The primary focus is on acquiring the skills necessary to demonstrate competence of relevant tasks on the BCaBA Task List V and the skills necessary to interact effectively with consumers, supervisors, parents, and others. Securing a supervision site and Responsible BCBA or BCBA-D is required prior to students enrolling in this course.

*Felician University **cannot** guarantee practicum placement or Fieldwork supervisor. However, we will help assist those students who need to find placements and supervisors.

The practicum course experience will have two primary components: A seminar component for one credit along with a field component for two credits. Students must be enrolled in both simultaneously. Students may also participate in three additional practicum experiences as electives. Each practicum will have a one-credit seminar along with a two- credit field experience component.

For a student to participate in the practicum experience, they must have an official background check as required by New Jersey. Students within the Masters program are expected to comply with the BACB Compliance Code and Disciplinary Systems for Behavior Analysts https://www.bacb.com/wp-content/uploads/2020/05/BACB-Compliance-Code-english_190318.pdf at all times. Students must sign and submit an EthiCS-Compliance Statement within their first semester of matriculation in the program. In addition, specific practicum sites may have additional requirements.

Additional Elective Coursework Options

To complete the graduate master's program, each student will complete 15 additional elective credits. 15 credits can be chosen together with the faculty advisor. The additional

courses are chosen based on the student's background and future goals of employment. These courses are typically taken within the School of Education; however, a student may seek permission to take courses outside of the field of Education.

Course Transfer Policy

As per the University Policy, a student may transfer in a total of six elective graduate credits towards the Masters. However, in relation to the core courses, the content must be consistent with the content of Felician program courses in terms of the required areas of study according to the BACB Standards. An individual interested in transferring credit hours, must submit official transcripts and course syllabi of the courses for review by the program coordinator. Approval must be obtained by the coordinator.

Course Delivery

The eight VCS-approved courses are offered on the campus and remotely through synchronous virtual technology through Felician University. To remotely access the courses students must adhere to the University General Guidelines that pertain to the needed technology and protocol for participating in the courses.

The additional 15 credits of coursework to complete the master's degree are offered through several options including courses offered on campus as well as through online dissemination.

Education Leadership

The Supervisor Endorsement consists of 12 credits.

Admission Criteria

1. Master's degree
2. At least five years of successful, full-time teaching or educational services experience is required
3. A standard NJ instructional or educational services certificate
4. Official Transcript

**For specific information including courses needed for this endorsement see the Supervisor Endorsement page.*

Post-Master's Certification School Principal Endorsement:

The Principal Endorsement consists of 30 credits.

Admission Criteria

1. Master's degree
2. At least five years of successful, full-time teaching or educational services experience is required
3. A standard NJ instructional or educational services certificate
4. Official Transcript
5. A minimum cumulative GPA of 3.0 (candidates with under a 3.0 will be considered based on the strength of the overall application)

**For specific information including courses needed for this endorsement see the Principal Endorsement page.*

Master of Arts in Educational Leadership:

Master of Arts in Educational Leadership includes coursework for both endorsements Principal and Supervisor and consists of 36 credits.

The Master of Arts in Educational Leadership 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.

Admission Criteria:

1. At least five years of successful, full-time teaching or educational services experience is required
2. A standard NJ instructional or educational services certificate
3. Official Transcript
4. A minimum cumulative GPA of 3.0 (candidates with under a 3.0 will be considered based on the strength of the overall application)

**For specific information and courses needed to complete this program see the Master of Arts in Educational Leadership page.*

Education – School Principal Endorsement: Post Master's Certificate

The principal endorsement is required for any position that

involves serving as an administrative officer of a school or other comparable unit within a school or district. Such positions shall include 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 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.

Admissions Criteria

1. Master's degree
2. At least five years of successful, full-time teaching or educational services experience is required
3. A standard NJ instructional or educational services certificate
4. Official Transcript
5. A minimum cumulative GPA of 3.0 (candidates with under a 3.0 will be considered based on the strength of the overall application)

**If pursuing a Master's, see the Master of Arts in Educational Leadership page.*

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. 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 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 within one year of program completion. Students seeking the Principal Certificate of Eligibility must provide

evidence of successful completion of the School Leader Licensure Assessment administered by the Education Testing Service (ETS) and all requirements outlined by the New Jersey Department of Education.

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

Program Requirements

School Principal Endorsement		
EDU-525	Ethical Leadership Creating Sch Vision	3
EDU-535	School Finance	3
EDU-622	School and Community Relations	3
EDU-660	Supervision I	3
EDU-670	Supervision II	3
EDU-645	School Policy & Regulations	3
EDU-690	Curr Issues & Trends in Curriculum Dev	3
EDU-701	Data Informed Leadership	3
EDU-715	Internship in Administration I	3
EDU-720	Internship in Administration II	3
Subtotal:		30

Education – School Supervisor Endorsement: Post Master's Certificate

Supervision 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. To apply for admission to the Supervisor Certification Program, a student must meet all the following criteria:

Admission Criteria

1. Master's degree
2. At least three years of successful, full-time teaching or educational services experience is required
3. A standard NJ instructional or educational services certificate
4. Official Transcript

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. 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 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 within one year of program completion.

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

Program Requirements

School Supervisor Endorsement		
EDU-540	Curriculum I	3
EDU-660	Supervision I	3
EDU-670	Supervision II	3
EDU-690	Curr Issues & Trends in Curriculum Dev	3
Subtotal:		12

Education Leadership – Law Enforcement Track: Master of Arts

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 program focuses on preparing future leaders who carry out reflective practice based on professional knowledge while seeking innovative solutions through caring leadership.

The Education Leadership - Law Enforcement program supports the needs of emerging and current leaders in their new or existing positions in the law enforcement field.

Courses run on an eight-week cycle except for EDU-700 and EDU-710, which run for a full semester to ensure that students are able to accumulate the necessary time required

for meaningful research and thesis development.

Admissions Requirements

- Completed application
- Letter of employment or intent to employ from a law enforcement agency
- Official undergraduate transcript (Bachelors degree required)
- Interview with Program Coordinator

Career Opportunities

The Master of Arts degree in Educational Leadership - Law Enforcement Track can help advance your career in law enforcement by preparing students for leadership roles. Such roles include:

- Police Chief
- Federal Agent
- Emergency Management Director
- Intelligence Analyst
- Sheriff
- Deputy
- Human Resources Manager
- Community Safety and Budget Coordinator
- Security Manager
- Police and Detective Supervisor

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.

Grading Policy

For the Master of Arts in Educational Policy: Law Enforcement Track, graduate students must earn a grade of C or higher. Students who receive a grade lower than a C will be required to repeat the course. If a student retakes the course and does not earn a grade of C or higher, then the student must meet with the program director and Associate Dean for a formal review to determine if the student will be placed on probation with a formal

remediation plan or dismissed from the program. If the student is placed on probation and given a remediation plan, then the student must complete the terms of the remediation plan to continue in the program. Failure to complete the remediation plan will lead to automatic dismissal from the program.

If students have concerns regarding a final grade for a course, they must meet with the professor of the course within one week of final grades being submitted to review the grade and if a grade was entered in error, then the professor of the course will submit a grade change form to the Dean and Registrar's office for approval.

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 that is deemed unethical or unprofessional. The student in question has the right to appeal the decision.

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.

Program length: 24 months (based on full-time enrollment)

Program Requirements

Law Enforcement M.A.

EDU-525	Ethical Leadership Creating Sch Vision	3
EDU-535	School Finance	3
EDU-540	Curriculum I	3
EDU-570	Statistical Research	3
EDU-622	School and Community Relations	3
EDU-660	Supervision I	3
EDU-670	Supervision II	3
EDU-679	School Law & Policy Regulation	3
EDU-690	Curr Issues & Trends in Curriculum Dev	3
EDU-701	Data Informed Leadership	3
EDU-700	Research Methods in Educ. I	3
EDU-710	Research Methods in Ed. II	3

Subtotal: 36

Education Leadership: Master of Arts

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.

The Supervisor Endorsement consists of 12 credits. The Principal Endorsement consists of 30 credits. Master of Arts in Educational Leadership with a concentration in Supervision/Principal consists of 36 credits. This degree includes coursework for both endorsements in Principal and Supervisor

Master of Arts in Educational Leadership

The Master of Arts in Educational Leadership consists of both the principal's and the supervisor's endorsements. To apply for admission to the Master of Arts in Educational Leadership a student must provide the following:

Admission Criteria:

1. At least five years of successful, full-time teaching or educational services experience is required
2. A standard NJ instructional or educational services certificate
3. Official Transcript
4. A minimum cumulative GPA of 3.0 (candidates with under a 3.0 will be considered based on the strength of the overall application)

Admission Process:

1. Complete the online application.
2. Submit all supporting documentation required.
3. Pay the application fee.

Only complete applications will be considered for admission. The Program 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.

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. 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 students that successfully complete their designated program may obtain applications for supervisor or principal by contacting the Certification Officer within the School of Education. 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 within one year of program completion.

Students seeking the Principal Certificate of Eligibility must provide evidence of successful completion of the School Leader Licensure Assessment administered by the Education Testing Service (ETS) and all requirements outlined by the New Jersey Department of Education.

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.

Professional Behavior

The Dean of the School of Education, with the approval of the Provost and Vice President for Academic Affairs, reserves the right to dismiss a student from the Education Program at any time for behavior that is deemed unethical or unprofessional. The student in question has the right to appeal the decision.

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

Program Requirements

Educational Leadership M.A.		
EDU-540	Curriculum I	3
EDU-660	Supervision I	3
EDU-670	Supervision II	3
EDU-690	Curr Issues & Trends in	3

EDU-525	Curriculum Dev Ethical Leadership Creating Sch Vision	3
EDU-515	Trends & Issues Within Special Education	3
EDU-535	School Finance	3
EDU-622	School and Community Relations	3
EDU-645	School Policy & Regulations	3
EDU-701	Data Informed Leadership	3
EDU-715	Internship in Administration I	3
EDU-720	Internship in Administration II	3

Subtotal: 36

Nursing

Felician University is recognized globally as a nursing education leader. The following graduate degree and certificate programs prepare nurses to assume leadership roles within the global society of professional nursing and health care.

Doctor of Nursing Practice

**Please note that Admissions for the Doctor of Nursing Practice program are currently suspended.*

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

- Advanced Practice: 36 credits; 3 years
- Executive Leadership; 36 credits; 3 years

Master of Science in Nursing

Master of Science in Nursing (MSN) degree for Registered Nurses (RN) with a Bachelor's degree

- Adult-Gerontology Primary Care Nurse Practitioner; 36 credits; 3 years
- Family Nurse Practitioner; 39 credits; 3 years
- Psychiatric Mental Health Nurse Practitioner; 39 credits, 3 years

Certificate Programs

Post Master's Certificate for Registered Nurses (RN) with a Master's with prerequisites and gap analysis

- Adult-Gerontology Primary Care Nurse Practitioner; 18 credits; 4 terms

- Family Nurse Practitioner; 21 credits; 4 terms
- Psychiatric Mental Health Nurse Practitioner; 21 credits; 4 terms

Accreditation/Approval

The baccalaureate degree in nursing program, master's degree in nursing program, the Doctor of Nursing practice program, and post master's certificate in adult gerontology primary care nurse practitioner and family nurse practitioner 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

Felician University is accredited by 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 and Health Sciences, within the framework of Catholic tradition and commitments to Franciscan values, strives to educate innovative health care practitioners, leaders, and scholars dedicated to promoting access to safe, evidence-based, high-quality, equitable, and inclusive health care for diverse populations.

Graduates of the Felician School of Nursing and Health Sciences are prepared to advance health and practice as integral interprofessional team members to meet the challenges of the 21st century in an evolving global and technologically advanced health care environment.

School of Nursing and Health Sciences Goals

- Create, with intentionality, a caring, diverse, equitable, and inclusive learning environment that is responsive to individual learning needs and is based on the principles of social justice and human rights.
- Use informatics, and information and communication technology ethically to support safe, high quality, equitable healthcare processes to positively impact healthcare outcomes.
- Develop students' core (leveled) disciplinary nursing knowledge, grounded in liberal education, integrating current evidence, clinical expertise, and patient

preferences as the basis for clinical judgment.

- Facilitate ongoing professional identity development for academic mobility and career advancement.
- Develop and maintain academic-practice partnerships that ensure student's clinical preparation and competency in healthcare delivery in the four spheres of care across the lifespan.
- Contribute to the improvement of access and care quality for the vulnerable, underrepresented, and medically underserved through the provision of healthcare for individuals, families, and populations across a variety of settings.
- Advocate for the profession of nursing within a global perspective.
- Foster student preparation for systems-based practice in complex systems of care.
- Advance the Scholarship of Nursing.

Doctor of Nursing Practice

****Please note that Admissions for the Doctor of Nursing Practice program are currently suspended.***

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 interprofessional 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.

Program Outcomes – Doctor of Nursing Practice Degree

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.

Admission Requirements – Doctor of Nursing Practice Degree

- A completed application.
- Submission of all official academic transcripts from previously attended college(s)/university(ies).
- Master's degree in nursing or related field (e.g. MBA, MPA, MHA) from a nationally accredited program. If the Master's degree is in a non-nursing field, a

Bachelor of Science in Nursing from a program that is nationally accredited and approved by the Board of Nursing is required.

- A cumulative GPA of 3.0 or higher in graduate coursework.
- Licensure as a registered professional nurse. Submission of all professional nursing licenses. The licensee cannot have any current or pending disciplinary action against their nursing license from any Board of Nursing. Applicants who are licensed in a state outside of New Jersey will be evaluated on an individual basis.
- 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 6.5 IELTS 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.

Admission Requirements Specific to the DNP 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.

Evidence of 500 post-baccalaureate academically supervised hours is evaluated on admission. If less than 500 post-baccalaureate academically supervised hours have been completed, an analysis will be conducted, and the number of hours required to reach the 500 required hours will be identified along with a plan to complete the hours.

- **Advanced Practice Track Admission Requirements**
 - Master's Degree 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).

Degree Requirements – Doctor of Nursing Practice Degree

Successful completion of:

- 36 credits with a GPA of 3.0 or higher 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 presentation.
- Completed DNP Project Signature Page.
- 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 7-year period from the date of admission, including the project work. Leaves- of-absence are included in a 7-year timeframe.

Program Requirements

Doctor of Nursing Practice

NURS-700	The Dnp-Prepared Prof: Explor & Analysis	3
NURS-702	Advocacy & Action for Health Care Policy	3
NURS-707	Methods Evid. Base Pract I	3
NURS-715	Financial Management	3
NURS-708	Methods for Evidence Based Practice II	3
NURS-741	Clinical Prevention and Population Healt	3
NURS-730	Impacting Healthcare Outcomes	3
NURS-800	Knowledge Integration: Evidence Appraisa	3
NURS-810	Knowledge Applicaiton: Project Implementatation I	3
NURS-705	Nursing Informatics	3
NURS-815	Knowledge Application: Project Implementation II	3
NURS-820	Knowledge Dissemination	3

Subtotal: 36

Master of Science in Nursing

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.

The theoretical content for courses in the cohort-based Adult-Gerontology Primary Care, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner tracks 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 practicum sites for the completion of clinical hours. The specific focus of the advanced practice nurse is primary care including the delivery of health care to vulnerable and underserved populations.

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 Primary Care, Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner tracks are eligible to take the certification examination from the American Nurses' Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP) and apply to the State Board of Nursing for certification as an Advanced Practice Nurse.

- 36 Credits Adult-Gerontology Primary Care Nurse Practitioner Track
- 39 Credits Family Nurse Practitioner Track
- 39 Credits Psychiatric Mental Health Nurse Practitioner

Program Outcomes – Master of Science in Nursing Degree

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.

Admission Requirements – Master of Science in Nursing Degree

- 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 with a 3.0 or higher GPA.
- Licensure as a registered professional nurse in the State of New Jersey or other state accepted. The licensee cannot have any current or pending disciplinary action against their nursing license from any Board of Nursing.
- 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 6.5 IELTS is required of graduates of non-English speaking countries.

Requirements Specific to the MSN 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.

All APN track clinical or practicum hours must be completed in approved, and APN students must hold licensure as a professional Registered Nurse in an accepted state.

All APN track clinical or practicum hours must be completed in approved facilities, and APN students must hold licensure as a professional Registered Nurse approved where they perform their clinicals. Students may not

complete clinical hours unless they have received Approval to Start from their course faculty. Program start dates are dependent upon enrollment.

- Adult-Gerontology Primary Care Nurse Practitioner / Family Nurse Practitioner / Psychiatric Mental Health Nurse Practitioner
- Licensure as a professional Registered Nurse in an accepted state where practicums are completed. Successful completion of undergraduate courses in nursing research, statistics, and health assessment.

Degree Requirements – Master of Science in Nursing Degree

Successful completion of:

Adult–Gerontology Primary Care Nurse Practitioner Track

- 36 credits with a GPA of 3.0 or better (minimum grade of B in all courses in the program) – on-campus intensive – plus 750 direct care clinical hours

M.S. in Nursing – Adult Gerontology Primary Care Nurse Practitioner

NURS-503	Theory & Research in Adv Nursing Prac	4
NURS-505	Advanced Pathophysiology	3
NURS-540	Pharmacology/Prescriptive Prac	3
NURS-530	Adv. Health Assessment	3
NURS-661	Primary Care I: Prevention and Education	3
NURS-662	Primary Care II: Diagnosis and Mgmt	4
NURS-674	Practicum:primary Care Adult Gerontology	4
NURS-675	Practicum: Subacute/Long-Term Care	4
NURS-701	Leadership & Qual Imprvmt Healthcare Sys	3
NURS-676	Practicum: Primary Care Adult Geron II	4
NURS-702	Advocacy & Action for Health Care Policy	3

Subtotal: 36

Family Nurse Practitioner Track

- 39 credits with a GPA of 3.0 or better (minimum grade of B in all courses in the program) – on-campus intensives – plus 750 direct care clinical hours

M.S. in Nursing – Family Nurse Practitioner

NURS-503	Theory & Research in Adv Nursing Prac	4
NURS-505	Advanced Pathophysiology	3
NURS-540	Pharmacology/Prescriptive Prac	3
NURS-530	Adv. Health Assessment	3
NURS-661	Primary Care I: Prevention and Education	3
NURS-662	Primary Care II: Diagnosis and Mgmt	4
NURS-635	Primary Care Pediatric Population	3
NURS-684	Practicum: Primary Care Across Lifespan	4
NURS-685	Practicum: pediatric and Maternal Health	4
NURS-701	Leadership & Qual Imprvmt Healthcare Sys	3
NURS-686	Practicum: Primary Care Acr Lifespan II	4
NURS-702	Advocacy & Action for Health Care Policy	3

Subtotal: 39**Psychiatric Mental Health Nurse Practitioner Track**

- 39 credits with a GPA of 3.0 or better (minimum grade of B in all courses in the program) – on-campus intensives – plus 750 direct care clinical hours

M.S. in Nursing – Psychiatric Mental Health

NURS-505	Advanced Pathophysiology	3
NURS-503	Theory & Research in Adv Nursing Prac	4
NURS-540	Pharmacology/Prescriptive Prac	3
NURS-530	Adv. Health Assessment	3
NURS-661	Primary Care I: Prevention and Education	3
NURS-541	Psychopharmacology	3
NURS-663		
NURS-694		
NURS-695		
NURS-701	Leadership & Qual Imprvmt Healthcare Sys	3
NURS-696		
NURS-702	Advocacy & Action for Health Care Policy	3

Subtotal: 39

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 time frame.

Certificate Programs

The Post Master's Certificate in the Adult- Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner track is for RNs with a Master's Degree in Nursing 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 single on-campus intensive for PM-AGPCNP and PM-FNP and virtual intensive for PM-PMHNP tracks prior to clinical hours starting. With the guidance of qualified faculty, and based on meeting the course objectives, students have experiences with approved preceptors in 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).

- 18 Credits - Post Master's Certificate in Adult-Gerontology Primary Care Nurse Practitioner
- 21 Credits - Post Master's Certificate in Family Nurse Practitioner
- 21 Credits - Post Master's Certificate in Psychiatric Mental Health Nurse Practitioner

Program Outcomes – 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.

Admission Requirements – Post Master’s Certificates

- A completed application.
- A Master’s Degree in Nursing degree from a program accredited by a national accrediting agency.
- 3.0 or higher GPA.
- Licensure as a professional Registered Nurse in the State of New Jersey or other accepted state. Submission of all professional Registered Nurse licenses. The licensee cannot have any current or pending disciplinary action against their nursing license from any Board of Nursing.
- 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 6.5 IELTS 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.

All APN track clinical or practicum hours must be completed in approved, and APN students must hold licensure as a professional Registered Nurse in an accepted state. Students may not complete clinical hours unless they have received Approval to Start from their course faculty.

Program start dates are dependent upon enrollment.

- Adult-Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner Tracks
- Successful completion of undergraduate or graduate courses in statistics, and health assessment and a graduate course in nursing research.

Certificate Requirements

Post Master’s Certificate in Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) / Family Nurse Practitioner (FNP) / Psychiatric Mental Health Nurse Practitioner (PMHNP).

All tracks require pre-requisite graduate courses in Advanced Clinical Pathophysiology, Pharmacology/ Prescriptive Practice and Advanced Health Assessment. Gap analysis of MSN transcript will determine if courses to be taken with curriculum (NURS 505 Advanced Clinical Pathophysiology- 3 credits; NURS 540- Pharmacology/ Prescriptive Practice; NURS 530 Advanced Health Assessment (60 virtual Lab Hours). MSN level pharmacology course must be taken within 5 years of projected program completion.

Successful completion of:

Adult–Gerontology Primary Care Nurse Practitioner Track

- 18 credits with a GPA of 3.0 or better (minimum grade of B in all courses in the program) – on-campus intensive – plus 750 direct care clinical hours

Adult-Gerontology Primary Care Nurse Practitioner Post-Master’s Certificate

NURS-661	Primary Care I: Prevention and Education	3
NURS-662	Primary Care II: Diagnosis and Mgmt	4
NURS-674	Practicum:primary Care Adult Gerontology	4
NURS-675	Practicum: Subacute/Long-Term Care	4
NURS-676	Practicum: Primary Care	4

Adult Geron II

Subtotal: 27

Family Nurse Practitioner Track

- 21 credits with a GPA of 3.0 or better (minimum grade of B in all courses in the program) – on-campus intensive – plus 750 direct care clinical hours
- Pre-requisite courses that must be completed prior to starting the program: NURS-505, NURS-530, NURS-540

Family Nurse Practitioner Post-Master's Certificate

NURS-661	Primary Care I: Prevention and Education	3
NURS-662	Primary Care II: Diagnosis and Mgmt	4
NURS-635	Primary Care Pediatric Population	3
NURS-684	Practicum: Primary Care Across Lifespan	4
NURS-685	Practicum: pediatric and Maternal Health	4
NURS-686	Practicum: Primary Care Acr Lifespan II	4

Subtotal: 21

Psychiatric Mental Health Nurse Practitioner

- 21 credits with a GPA of 3.0 or better (minimum grade of B in all courses in the program) – virtual intensive – plus 750 direct care clinical hours
- Pre-requisite courses that must be completed prior to starting the program: NURS-505, NURS-530, NURS-540

Psychiatric Mental Health Nurse Practitioner Post-Master's Certificate

NURS-661	Primary Care I: Prevention and Education	3
NURS-541	Psychopharmacology	3
NURS-663		
NURS-694		
NURS-695		
NURS-696		

Subtotal: 21

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.

Transfer Credit

Doctor of Nursing Practice Degree / Master of Science in Nursing Degree / Post Master's Certificate

- Up to a total of nine graduate credits may be transferred from another academic program accredited by a national accrediting agency.
- Transfer credit requests are reviewed by Graduate Nursing Administration. The student must have received a grade of B or higher. *Advanced Pharmacology transfer credit must be completed within the last 2 years (from the start date of the program).
- 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.

Program Requirements

- Doctor of Nursing Practice
- Master of Science in Nursing
- Post Master's Certificate Programs

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 professional Registered Nurse, per admission criteria.
- Completion of all clinical or practicum hours in approved facilities, per admission criteria.
- Proof of current CPR certification for healthcare professionals from the American Heart Association.
- Proof of personal liability insurance with a minimum coverage of 1,000,000/6,000,000 for coverage of the student role based on the program track.
- 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 and participate in on-campus intensives, clinical and or practicum sites and are financially responsible for all costs associated with travel.
- Criminal history background check is required. 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.
- Participation in a mandatory graduate and clinical orientation program.
- Proctored exams may be required in courses. Students are responsible for all costs associated with proctored exams, including travel.
- Requirements specific to the degree or certificate program.
- Master of Science in Nursing / Post Master's Certificate - Advanced Practice Tracks
 - Proof of student nurse practitioner liability insurance with a minimum coverage of 1,000,000/6,000,000.

Policies

Departments in the School of Nursing and Health Sciences follow the general University policies and regulations listed in this catalog and the Felician University 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. The Department of Graduate Nursing issues an MSN/Post Master's Certificate and DNP Student Handbook as well as an MSN/Post Master's Certificate Clinical Packet. 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 and Health Sciences

reserve the right to change, modify or improve program requirements or policies at its discretion without prior notice.

Professional Conduct Policy

The School of Nursing and Health Sciences asserts that members of the nursing profession must adhere to standards in order to ensure 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 ensure 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.

To successfully complete a graduate clinical course, students must meet the identified clinical competencies and Professional Conduct Policy for Graduate students. All graduate students are required to demonstrate safe and ethical clinical practice at all times. A student will be at risk of not passing the course if there is any concern about student competency on the part of the course professor or clinical preceptor.

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.

Academic Policies

Auditing courses is not permitted.

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 who earn two grades lower than B will be dismissed from 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. The only exception to this is if a student takes an LOA (Leave of Absence). 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 and Track Director.

Incomplete Grade (INC) Policy

- Students may request this designation if they have not completed course requirements, are in good academic standing, and experiencing circumstances beyond their control at the time of the request.
- A student must enter into a formal contract with the course instructor, at least one week prior to the end of the semester.
- The request must be made in writing by the Professor, using the form available in the Registrar's Office or for an online course by email.
- The specific due date for completed coursework is specified on the contract. If the INC is not replaced with a formal grade by the date specified on the contract, the INC will automatically become an F.
- A course with a grade of INC prohibits a student from registering for the next requisite course.

Clinical/Practicum Policies

- Clinical/Practicum Policies are found in the Felician University Department of Graduate Nursing Clinical 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 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 after review of

all official transcripts. Students may take up to nine credits in this status and must achieve a grade of B or higher in all courses in order to progress. Pre-requisites are required of selected courses. Matriculated students are given registration priority.

Grade Appeal Procedure

Please refer to the procedure outlined in this catalog.

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 application of simulation technologies and techniques to develop and master skills and achieve clinical competencies. Individual tutoring and workshops further enhance theory comprehension. Hours subject to change.

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

Online course content is organized in modules with specific deadlines for assignments. The online curriculum is designed to provide maximum dialogue among the participants and the faculty. The sequence in which courses are offered is subject to change. Courses are offered once per academic year in a specific sequence, based on prerequisites.

Failure to follow course sequencing may delay program progression. Theoretical content is delivered via Computer Mediated Instruction using an 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 beginning clinical hours. Failure to do so will delay progression.

Course Orientation

All students taking online courses have access to the Brightspace Student Video Tutorials and are expected to review these tutorials, at minimum, at the beginning of the program.

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 voicemail 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.

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.

Tuition Refund Policy

Please refer to the *Withdrawal Refund Policy* in this catalog for specifics.

Withdrawal

Students may withdraw from a course by the course drop date provided by the institution. The professor must be notified via email (online courses). Drop forms,

withdrawal forms, and leave of absence forms must be obtained by contacting the Registrar's Office.

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 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 take courses with patient contact until all obligations of the health clearance are fully satisfied.** Health clearance is required in the following courses: NURS-530 ('20-23 Curriculum), NURS-671, NURS-672, NURS-673, NURS-681, NURS-682, NURS-683, NURS-810, and NURS-815, NURS-699, NURS-684, NURS-685, NURS-686, NURS-674, NURS-675, NURS-676.

Graduate Psychology

Counseling Psychology: Master of Arts

MA

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 Psychology and Counseling Accreditation Council (MPCAC)

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 in Counseling program, students will learn to:

- Demonstrate an awareness of the ethical challenges and responsibilities in the field of counseling.
- Articulate a personal model for addressing these responsibilities that is consistent with Catholic and Franciscan values.
- Assess individuals and groups that display patterns of psychopathology.
- Use information and technology literacy for maintaining best practices in counseling.
- Articulate a clear and precise treatment plan for addressing the diagnoses of individuals and groups.
- Adapt to the unique cultural, gender, racial, and sexual orientation needs of individuals and groups they serve.
- Demonstrate competence in appropriate scientifically validated treatment modalities including individual psychological counseling, marital and couples counseling, family counseling, group counseling, and organizational consultation and interventions.

Admission Requirements

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

- Graduation from an accredited baccalaureate program
- Official transcripts of past collegiate work including post-baccalaureate work
- Nine credits in psychology coursework or its equivalent
- Resumé
- 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. Evidence of the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) is highly recommended, although not required. The Admissions Committee of the M.A. in Counseling Psychology 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. In accordance to the laws and regulations, students will 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 within 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. In the event of a grade of "B-" or "C", the student will discuss with his/her advisor the circumstances in which it happened, and the advisor will decide with

the student if repeating the course is required. Please note that this grade will be permitted in only two courses (if authorized by advisor) A third "B-" or "C" will result in possible dismissal from the program.

2. A 3.00 Grade Point Average (GPA) and successful completion of the 60 credit curriculum are 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. 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.
5. Students who temporarily separate from the course of study and wish to be readmitted must submit a 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.
6. 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.

Diversity Statement

The Felician University Master of Arts in Counseling Psychology program strictly adheres to the American Counseling Association Code of Ethics (2014) and maintains a strong commitment to diversity and inclusivity. This program highlights the importance of multicultural counseling psychology and actively promotes diversity within the broader community.

Located within diverse multicultural environments, our

curriculum is thoughtfully designed to address the needs and complexities of individuals from various racial, ethnic, and socioeconomic backgrounds, national origins, religious, spiritual, and political beliefs, physical abilities, ages, genders, gender identities, and sexual orientations. Our educational approach is dedicated to fostering an understanding of stereotypes, microaggressions, prejudice, and discrimination. Through rigorous academic coursework and practical, experiential learning opportunities, we prepare our students to become compassionate, ethical, and effective counselors who can advocate for and contribute positively to a just and equitable society.

Program Requirements

M.A. in Counseling Psychology Required Courses

PSYC-505	Introduction to Counseling	3
PSYC-507	Developmental Models of Personal Growth	3
PSYC-510	Techniques of Counseling and Appraisal	3
PSYC-511	Community, Orga, & Inst Counseling	3
PSYC-520	Psychopathology	3
PSYC-530	Marital & Family Counseling	3
PSYC-550	Theories of Personality and Counseling	3
PSYC-555	Vocational and Career Development	3
PSYC-557	Professional Issues and Ethics	3
PSYC-565	Groups: Theory and Practice	3
PSYC-580	Assessment and Treatment Planning	3
PSYC-590	Research and Evaluation Methods	3
PSYC-597	Multicultural Counseling	3
PSYC-560	Counseling Practicum I	3
PSYC-575	Counseling Internship	3
PSYC-576	Counseling Internship II	3

Subtotal: 48

Electives – choose 4 from the following

PSYC-515	Mindfulness Spirituality and Positive	3
PSYC-577	Counseling Supervision Intern III	3
PSYC-591	Child and Adolescent Counseling	3
PSYC-592	Counseling the Older Adult	3
PSYC-595	Addictions Counseling	3
PSYC-598	Intensive Research	3
PSYC-599	Psychopharmacology	3

PSYC-521	Counseling & the Legal System	3
PSYC-522	Criminal Behavior	3
PSYC-523	Forensic Assessment	3

Subtotal: 12

Online M.A. in Counseling Psychology

Online MACP

- 60 credits
- 100 practicum hours and 600+ internship hours
- Seven semesters (full-time), Ten semesters (part-time)
- Three intakes per year (Spring, Summer, Fall)
- MPCAC Aligned

Admissions Requirements:

- Bachelor’s degree
- 3.0 undergraduate GPA
- Resume
- Personal statement
- Two letters of recommendation
- Interview

Degree Requirements

MACP Required Courses

Take all of these courses, then choose either the Forensic Track or the Traditional Track.

PSYC-505	Introduction to Counseling	3
PSYC-507	Developmental Models of Personal Growth	3
PSYC-510	Techniques of Counseling and Appraisal	3
PSYC-511	Community, Orga, & Inst Counseling	3
PSYC-520	Psychopathology	3
PSYC-530	Marital & Family Counseling	3
PSYC-550	Theories of Personality and Counseling	3
PSYC-555	Vocational and Career Development	3

PSYC-557	Professional Issues and Ethics	3	EDU-505	Educating All Populations	3
PSYC-565	Groups: Theory and Practice	3	EDU-645	School Policy & Regulations	3
PSYC-580	Assessment and Treatment Planning	3	PSYC-578	School Internship 1	3
PSYC-590	Research and Evaluation Methods	3	PSYC-581	School Internship II	3
PSYC-597	Multicultural Counseling	3	Subtotal: 12		
PSYC-560	Counseling Practicum I	3	School Counseling Post-Master Electives		
PSYC-575	Counseling Internship	3	Choose 2-3 MACP courses from the following list:		
PSYC-576	Counseling Internship II	3	PSYC-507	Developmental Models of Personal Growth	3
Subtotal: 48			PSYC-510	Techniques of Counseling and Appraisal	3
Traditional Track Electives			PSYC-520	Psychopathology	3
Choose 4 of the listed courses.			PSYC-550	Theories of Personality and Counseling	3
PSYC-591	Child and Adolescent Counseling	3	PSYC-511	Community, Orga, & Inst Counseling	3
PSYC-594	Post-Traumatic Stress Disorder	3	PSYC-590	Research and Evaluation Methods	3
PSYC-595	Addictions Counseling	3	PSYC-591	Child and Adolescent Counseling	3
PSYC-599	Psychopharmacology	3	PSYC-555	Vocational and Career Development	3
PSYC-577	Counseling Supervision Intern III	3	PSYC-597	Multicultural Counseling	3
PSYC-521	Counseling & the Legal System	3	PSYC-580	Assessment and Treatment Planning	3
PSYC-522	Criminal Behavior	3	PSYC-565	Groups: Theory and Practice	3
PSYC-523	Forensic Assessment	3	PSYC-595	Addictions Counseling	3
Subtotal: 12			PSYC-577	Counseling Supervision Intern III	3
Forensics Track Electives			Subtotal: 6-9		
PSYC-521	Counseling & the Legal System	3	Total Credit Hours: 18-21		
PSYC-522	Criminal Behavior	3			
PSYC-523	Forensic Assessment	3			
PSYC-594	Post-Traumatic Stress Disorder	3			

School Counseling Post-Master Certificate

Designed for individuals who already hold a master's degree in counseling or a related field, this certificate prepares students to obtain the New Jersey School Counselor Endorsement. Based on individual transcript review and academic needs, students complete 18–21 credits of targeted coursework.

School Counseling Post-Master Certificate Requirements

Program Requirements

Courses to be chosen in consultation with program advisor, taking into account prior coursework. Substitutions may be indicated depending on circumstances.

M.A. in Counseling Psychology – Forensics

The forensic track prepares students for counseling, specifically in forensic settings. It also prepares students to sit for the NCE exam and become licensed professional counselors.

Program length: 24 months

Program Requirements

Required Courses

PSYC-505	Introduction to Counseling	3
PSYC-507	Developmental Models of Personal Growth	3
PSYC-510	Techniques of Counseling and Appraisal	3

PSYC-511	Community, Orga, & Inst Counseling	3
PSYC-520	Psychopathology	3
PSYC-530	Marital & Family Counseling	3
PSYC-550	Theories of Personality and Counseling	3
PSYC-555	Vocational and Career Development	3
PSYC-557	Professional Issues and Ethics	3
PSYC-565	Groups: Theory and Practice	3
PSYC-580	Assessment and Treatment Planning	3
PSYC-590	Research and Evaluation Methods	3
PSYC-597	Multicultural Counseling	3
PSYC-560	Counseling Practicum I	3
PSYC-575	Counseling Internship	3
PSYC-576	Counseling Internship II	3
PSYC-521	Counseling & the Legal System	3
PSYC-522	Criminal Behavior	3
PSYC-523	Forensic Assessment	3
PSYC-594	Post-Traumatic Stress Disorder	3

Subtotal: 60

M.A. in Counseling Psychology – School Counseling

The school counseling track prepares students to obtain the school counselor endorsement, sit for the NCE exam, and become licensed professional counselors.

Program length: 24 months

Program Requirements

Required Courses

PSYC-507	Developmental Models of Personal Growth	3
PSYC-565	Groups: Theory and Practice	3
PSYC-550	Theories of Personality and Counseling	3
PSYC-510	Techniques of Counseling and Appraisal	3
PSYC-591	Child and Adolescent Counseling	3
PSYC-555	Vocational and Career Development	3
PSYC-580	Assessment and Treatment Planning	3
PSYC-595	Addictions Counseling	3
PSYC-520	Psychopathology	3

PSYC-597	Multicultural Counseling	3
PSYC-511	Community, Orga, & Inst Counseling	3
PSYC-590	Research and Evaluation Methods	3
PSYC-560	Counseling Practicum I	3
PSYC-575	Counseling Internship	3
EDU-505	Educating All Populations	3
EDU-645	School Policy & Regulations	3
PSYC-505	Introduction to Counseling	3
PSYC-557	Professional Issues and Ethics	3
PSYC-576	Counseling Internship II	3
PSYC	Elective	

Subtotal: 60

Counseling Psychology: Doctor of Psychology (Psy.D)

Program Overview

Program Overview

Credits: 73 credits with M.A. degree or 88 credits with B.A. degree

Program Length: 4-5 years Start Date: Fall semester

Instructional Method: Classes are delivered in person on campus, based on APA and NJ Board of Examiners guidelines, the core training domains.

Program Faculty

Dr. Nouriman Ghahary, Ph.D., LPC

Professor, Graduate Counseling Psychology,

Interim Program Director and Director of Clinical Training

Email: ghaharyn@felician.edu

Daniel Mahoney, EdD

Professor of Graduate Psychology,

Email: mahoneyd@felician.edu

Brendan Guarino, Psy.D.

Assistant Professor of Graduate Psychology

Email: guarinob@felician.edu

Maha Younes, Ph.D.

Associate Professor of Graduate Psychology

Email: younesm@felician.edu

Administrative Assistant to the Graduate Psychology Programs

Francesca Gagliano

Email: gaglianof@felician.edu

The Doctor of Counseling Psychology (Psy.D.) Program prepares graduates to become entry-level health service psychologists, as well as license-eligible psychologists in the State of New Jersey. The training model of the Psy.D. Program follows the scholar/practitioner model. Your training will center on developing the skills needed to function as a psychologist and an independent practitioner. In addition, you will develop skills preparing you to be active consumers of the most current research.

Further, you will be able to integrate evidence-based treatments into your skill set as a practitioner.

Accreditation and Licensure

On April 11, 2021, Felician University's Doctor of Psychology (Psy.D.) in Counseling Psychology Program was "accredited on contingency" by the Commission on Accreditation of the American Psychological Association (APA).

This status, which was granted in 2021, is in effect until April 11, 2026.

Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002 Phone: (202) 336-5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation

Licensure

Additionally, the program is designed to meet the educational requirements for licensure by the New Jersey State Board of Psychological Examiners and will allow graduates to apply for licensure as practicing psychologists in New Jersey.

Mission Statement

The Doctor 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 Standards of Accreditation (APA, 2015). 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, 2006). Our community is committed to educating each other on the existence and effects of stereotypes, microaggressions, prejudice and discrimination.

Program Aims and Competencies

The competencies of the Doctor of Counseling Psychology (Psy.D.) Program are developed within the larger context

of professional psychology, Standards of Accreditation of the American Psychological Association (APA), and the vision and mission of Felician University. The educational philosophy of the Psy.D. Program 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.

The principal aim of the Felician Psy.D. Program is to prepare entry-level health service psychologists. The Profession Wide Competencies (PWCs) of the Psy.D. Program are as follows:

1. To produce graduates who have obtained the necessary skills and abilities needed for providing professional psychological and counseling services.

- Competency 1a: Students will develop proficiency as science informed practitioners in assessments and interventions informed by evidence-based research.

- Competency 1b: Students will be able to assess client outcome data to increase the efficacy of interventions; effectively communicate and interact professionally with clients and peers; understand their limitations as practitioners and seek supervision and consultation to maintain and develop proficiency as an entry-level psychologist.

- Competency 1c: Students will acquire and apply knowledge and skills related to legal, professional, and ethical standards in all professional activities.

2. To develop scholars with the ability to critically analyze scientific research and to conduct psychological research.

- Competency 2a: Students will be able to evaluate and conduct research to contribute to the body of knowledge in health service psychology.

3. To develop entry-level health service providers with knowledge of the fundamental theories and scientific foundations of psychology.

- Competency 3a: Students will acquire and apply knowledge of affective, cognitive, developmental, biological, and social bases of behavior in the ethical practice of health service psychology.

4. To develop graduates who have an appreciation and commitment to lifelong learning and maintaining the best practices of their psychological practice.

- Competency 4a: Students will be consumers of current research and empirical data to inform their professional practice as health service psychologists.

- Competency 4b: Students will maintain continuing education credits to build skills and integrate research and evidence-based treatments into their delivery of psychological services.

5. To develop psychologists who have a commitment to integrate and be informed by social justice concerns, cultural diversity, and uniqueness of each individual and group that they serve.

- Competency 5a: Students will recognize their own attitudes and biases and demonstrate knowledge, awareness, sensitivity, and skills when working with diverse clients including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.

- Competency 5b: Students will develop knowledge, awareness, and skills in providing multiculturally sensitive and ethically-sound supervision and consultation.

- Competency 5c: Students will demonstrate an ongoing concern for social justice that can be evidenced by their professional activities.

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 the practice of health service psychology. 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.

Practicum

All students will complete three years of practica experience. Practicum is a crucial component of the curriculum, and successful completion of the practicum is a pre-requisite to applying for the doctoral internship. Current students have secured placements in hospitals, college counseling centers, mental health centers, and out-patient clinics.

Internships

Students are required to complete either a one-year full time or two-year half time doctoral internship placement.

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 February.
3. Classes start late August.
4. Felician does not guarantee review or consideration for

admission if your application is received after April 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. 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 program course requirements. Based on APA guidelines and the NJ Board of Psychological Examiners, the core training domains are:

The breadth of scientific psychology including:

- Biological Aspects of Behavior
- Cognitive Aspects of Behavior
- Affective Aspects of Behavior
- Social Aspects of Behavior
- History and Systems
- Psychological Measurement
- Research Methodology
- Techniques of Data Analysis

Foundations of practice in the program's substantive area including:

- Individual Differences
- Human Development
- Dysfunctional Behavior/Psychopathology
- 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:
 - Theories and Methods of Assessment and Diagnosis
 - Effective Intervention

- Consultation and Supervision
- 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.

Program length: 60 months

Program Requirements

PsyD in Counseling Psychology:

For Students Admitted with a bachelor’s degree but no Master’s, complete the following courses then progress to the rest of the courses:

Bachelor's Degree Only Admits:

PSYC-510	Techniques of Counseling and Appraisal	3
PSYC-530	Marital & Family Counseling	3
PSYC-591	Child and Adolescent Counseling	3
PSYC-597	Multicultural Counseling	3
PSYC-599	Psychopharmacology	3
Subtotal: 15		

PsyD Requirements:

PSYC-651	Clinical Theories: Cognitive and Behavi	3
PSYC-722	Cognitive Assessment	4
PSYC-757	Psychometrics	3
PSYC-671	Doctoral Practicum IA	1
PSYC-750	Research Advisement	0
PSYC-734	Quantitative Research Design	3
PSYC-622	Apa Ethics & Legal Issues	3
PSYC-652	Clin.Theo.& Int.:Psych. Appr.	3
PSYC-723	Personality Testing	4
PSYC-672	Doctoral Practicum IB	1
PSYC-751	Research Advisement	0
PSYC-611	Multicultural Series	1

PSYC-612	Multicultural Series: Sexual Orientation	1
PSYC-613	Multicultural Series:	1
PSYC-614	Multicultural Series: Age Physical Learn	1
PSYC-662	History & Systems of Counseling Psych.	2
PSYC-654	Psychopathology: Assessment & Diagnosis	3
PSYC-701	Behavioral Neuroscience	3
PSYC-733	Research Design	3
PSYC-673	Doctoral Practicum IIA	1
PSYC-752	Disertation	0
PSYC-631	Organizational Counseling Psychology	2
PSYC-679	Psychopathology II	3
PSYC-678	Cognitive & Affective Basis of Behavior	3
PSYC-743	Statistics for Psychologists	3
PSYC-674	Doctoral Clinical Practicum	1
PSYC-753	Dissertation Advisement a	0
PSYC-653	Clinical Theories- Supervision	2
PSYC-661	Health Care Systems	2
PSYC-682	Social Psychology	2
PSYC-724	Neuropsychological Assess	4
PSYC-675	Doctoral Practicum IIIA	1
PSYC-754	Dissertation Advisement	0
PSYC-645	Development Across the Lifespan	3
PSYC-676	Doctoral Practicum III B	1
PSYC-755	Dissertation Advisement	0
PSYC-800	Comprehensive Examination	0
PSYC-804	Wellness Heath an Prevention	2
PSYC-805	Pre-Doctoral Practicum Apa Internship	3

Subtotal: 73

Religious Studies

Master of Arts in Religious Studies

The MA in Religious Studies at Felician University is a community-centered, online-based program with a focus on informed minds and understanding hearts. The program prepares students for professional positions by providing an enhanced understanding of various aspects of religion rooted in a deep commitment to diversity and service to those most in need. The program offers students a comprehensive, innovative curriculum of study based on four areas: intellectual, personal, spiritual, and pastoral. In concert with real world learning, the program allows students flexibility in preparing for a career by offering

three tracks in healthcare, education, and leadership.

Program Objectives

The Degree Program will enable students to:

1. Understand the principles and methods used in the study of religions
2. Analyze major areas of religious studies, including scripture, tradition, spirituality, and morality
3. Evaluate professional behaviors and leadership skills to promote diversity and interreligious dialogue
4. Develop interpersonal and interprofessional skills to collaborate and consult on religious studies as a strategic member of an organization
5. Apply principles and methods of religious studies through an internship and/or immersion experience

Admission Requirements

1. A bachelor's degree from an accredited college or university
2. Official copies of transcripts
3. Two letters of recommendation
4. Test scores are optional

Graduate Religious Education Graduation and Retention Policy

- A grade of B or higher is required in all courses. Failure to maintain a B average results in dismissal from the program.
- A 3.0 Quality Point Index (GPA) is required throughout the program for retention and graduation
- Degree requirements must be completed in 5 years from the date of admission

Program length: 24 months

All students complete the Core courses and Capstone and choose one of three Tracks.

Program Requirements

Religious Studies M.A. Core Courses

RELS-501	Beginners Guide to Religious Studies	3
RELS-502	The Catholic Church: Then & Now	3

RELS-503	Discovering Sacred Texts	3
RELS-504	Morality Across Religions	3
RELS-505	Liberation Theo. & Social Just	3

RELS-540	Internship	3
RELS-550	Or	

Subtotal: 18

Education Track

RELS-511	Thinking & Doing Religious Education	3
RELS-512	Ecumenism & Inter-Religious Dialogue	3
RELS-513	Ministering on Social Media	3
RELS-530	Leadership in Religious Studies	3

Subtotal: 12

Pastoral Health Care Track

RELS-512	Ecumenism & Inter-Religious Dialogue	3
RELS-520	Spirituality & Pastoral Care	3
RELS-522	Organizational & Theological Ethics	3
RELS-530	Leadership in Religious Studies	3

Subtotal: 12

Leadership Track

RELS-532	Encountering Hate & Negotiating Conflict	3
RELS-531	Diversity & Servant Leadership	3
RELS-522	Organizational & Theological Ethics	3
RELS-530	Leadership in Religious Studies	3

Subtotal: 12

Religious Studies Certificate

The Specialization/Certificate in Religious Studies provides students with a deep understanding of the principles, methods, and ethical frameworks used in the academic study of religion. This includes an examination of religious beliefs and practices which shape cultural identities, inform moral reasoning, and influence contemporary social issues. Students will explore diverse religious perspectives with an emphasis on respect and critical engagement, developing the skills to analyze complex religious questions and articulate well-supported

arguments. This concentration is ideal for students interested in the intersection of religion, culture, and ethics in today's global society.

Learning Outcomes

1. Understand the principles and methods used in the study of religions
1. Evaluate the role of religion in shaping cultural identities, with an emphasis on fostering respect for diverse religious perspectives
2. Apply ethical reasoning to contemporary issues in religion, exploring how religious beliefs and values influence societal challenges
3. Develop well-supported arguments about religious phenomena, utilizing critical thinking skills to engage with complex religious questions

Courses:

RELS 502 The Catholic Church: Then and Now
RELS 503 Discovering Sacred Texts
RELS 504 Morality Across Religions
RELS 505 Liberation Theologies and Social Justice

Program Requirements

Requirements List

RELS-502	The Catholic Church: Then & Now	3
RELS-503	Discovering Sacred Texts	3
RELS-504	Morality Across Religions	3
RELS-505	Liberation Theo. & Social Just	3

Subtotal: 12

Courses

ABA - Applied Behavior Analysis

ABA 501 - Basic Principles of Behavior (3)

This introductory course in Applied Behavior Analysis (ABA) targets the foundational knowledge required for the application of this science. Learners will be exposed to technical terminology, fundamental concepts, and basic principles that will be the building blocks to becoming competent practitioners in the field.

ABA 502 - Theory/Philosophy Behavioral Analysis (3)

This introductory course focuses on understanding the history and philosophy of behaviorism. Furthermore, students will develop competency in the theoretical approaches to understanding behavior and interpretation of behavior in terms of the concepts and principles of behavior analysis.

ABA 503 - Research Methods in Behavioral Analysis (3)

This is an intermediate course in Applied Behavior Analysis (ABA) that introduces experimental methods, primarily single-case designs, used to conduct research in the field. This course is designed to provide the necessary tools to identify measurement systems, apply visual analysis techniques to assess progress, and assess validity measures to ensure intervention effectiveness. Learners will develop competency in developing and analyzing experimental single-case designs.

Prerequisite: Take ABA-501 ABA-502,;

ABA 504 - Ethics & Collaboration in ABA (3)

This course addresses the knowledge and application of the Behavior Analyst Certification Board (BACB) Ethics Code for Behavior Analysts. The course examines and resolves ethical dilemmas which may be encountered by behavior analysts and addresses the roles and responsibilities of members of a multidisciplinary treatment team composed of educators, behavior analysts, parents, related service providers, learners, and other professionals.

Pre-Requisites: ABA 501, ABA 502

ABA 505 - Skill Based Assessment & Teaching Strategies (3)

This course addresses the knowledge and skills needed to conduct various assessments in Applied Behavior Analysis in the areas of social skills, adaptive behaviors, communication, and more. Students will be taught to conduct assessments and use the information to write, design, implement, and monitor skill acquisition programs based upon these assessments.

Pre-Requisites: EDU ABA501, EDU ABA502

ABA 507 - Organizational Behavior Management (3)

This course focuses on an in-depth review of the principles and practices of organizational behavior management (OBM). This course specifically focuses on the utilization of performance management in various settings including, but not limited to schools, businesses, systems, and corporations. Course topics will include history of OBM, background philosophy, assessment of targets, data collection procedures, changing professional behavior through the principles of reinforcement and punishment, providing feedback to employees and behavioral safety.

ABA 508 - Applied Principles in Behavior Analysis (3)

In this advanced course in Applied Behavior Analysis (ABA), participants will delve into the more intricate topics within the science. Building on the foundations of ABA, the aim of the course is to deepen student understanding and refine their skills as practitioners. The course will offer advanced coverage in the following topics: assessing client behavior, identifying the most appropriate interventions built to match client wants/needs, and ensuring intervention efficacy. Through in-depth discussions, mock exam questions, case studies, and practical applications, this course will provide meaningful tools to navigate the complexities of human behavior.

Pre-Requisites: ABA501, ABA502, ABA505

ACC - Accounting

ACC 571 - Applied Managerial Accounting (3)

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.

ACC 572 - Advanced Accounting (3)

This course focuses on accounting standards relating to business combinations, consolidated financial statements, goodwill, and other intangible assets. To this end, the purchase and equity methods are emphasized. The course also addresses accounting issues relating to the formation, changes in ownership, interests, and liquidation of partnerships. Other special topics are also covered.

Prerequisite: Take ACC-320;.

ACC 573 - Audit and Assurance (3)

The primary focus of this course is the decision making process of the independent auditor in connection with the audit of management prepared financial statements and the audit of internal control over financial reporting. To this end, the course gives appropriate attention to planning the audit, establishing audit objectives, the risks associated with the audit, the nature and amount of evidence to be gathered, evaluation of evidence, and reporting. Other issues discussed include auditor's legal liability, impact of Sarbanes-Oxley legislation, and other assurance services provided by a certified public accountant.

Prerequisite: Take ACC-200 ACC-320;.

ACC 574 - Forensic Accounting (3)

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: Take ACC-320;.

BUS - Business

BUS 501 - Advan Bus.Dimen.Of Health Care (3)

This course focuses on the application of business and management practices in a variety of health care settings. The student incorporates graduate level management concepts in executing a mid-level or senior management administrative role. Financial aspects are also emphasized. Opportunities are provided to work in groups to critique various management models within health care settings identified by the student. Students are encouraged to incorporate research findings from professional organizations such as the American Nurses' Credentialing Center project on magnet hospitals and other best practice settings. The course culminates with the student developing a business plan for a specific health care setting.

Prerequisite: Take MGT-420;.

CIS - Computer Information Systems

CIS 630 - Information Systems Management of Data (3)

The focus on this team taught 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.

CIS 720 - Advanced Topics in Informatics (3)

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.

CS - Computer Science

CS 500 - Object Orient Program C++ (4)

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)

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 & Organization (3)

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 & Algorithms (3)

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 credits 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

Prerequisite: Take CS-270 or CS-500;

CS 598 - Advanced Program Java (3)

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 & Knowledge Discovery (3)

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

Prerequisite: Take CS-360;.

CS 600 - Advanced Algorithm Design & Implementati (3)

This course presents many computer algorithms and covers engineering issues in algorithm design, as well as mathematical aspect 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 solution 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.

Prerequisite: Take CS-380;.

CS 605 - Graph Algorithms (3)

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

Prerequisite: Take CS-600;.

CS 610 - Advanced Comp Architecture (3)

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

Prerequisite: Take CS-280 or CS-502;.

CS 615 - Models of Computations & Formal Language (3)

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 contextfree languages, unrestricted grammars, undecidability, intractable problems, and complexity classes. Prerequisites: CS 290 or its equivalent or CS 501 or its equivalent

Prerequisite: Take CS-290 or CS-501;.

CS 620 - Operating Systems Design (3)

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

Prerequisite: Take CS-270;.

CS 625 - Principles of Programming Languages (3)

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

Prerequisite: Take CS-295;.

CS 630 - Information Systems Management of Data (3)

The focus on this team taught 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 631 - Compiler Design (3)

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

Prerequisite: Take CS-295 or CS-625;.

CS 635 - Object Oriented Analysis & Design (3)

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

Prerequisite: Take CS-270 or CS-500;.

CS 640 - Parallel Programming (3)

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 parallel 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. 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 parallel 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.

Prerequisite: Take CS-270;.

CS 645 - Advanced Web Desing & Scripting Language (3)

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 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 in the end.

Prerequisite: Take CS-205;.

CS 650 - Information & Digital Security (3)

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 computing 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)

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 crypto-currencies including Bitcoin and similar currencies will be discussed. CS 660 CLOUD COMPUTING

CS 660 - Cloud Computing (3)

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

Prerequisite: Take CS-280 CS-280 CS-360.

CS 665 - Artificial Intelligence (3)

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.

Prerequisite: Take CS-600 or CS-380;.

CS 670 - Advanced Database Management Systems (3)

This course provides students with the opportunity to reach a demonstrated level of competence in the areas of databases and knowledge discovery, with the primary objective to provide a well-defined target for students who want to advance their knowledge of modern databases and knowledge discovery techniques. Topics include modern database review such as object oriented database, deductive databases, semantic query processing, intelligent and cooperative query languages, active databases, heterogeneous databases, multimedia databases, parallel and distributed database systems, and extensible database systems. It also covers a number of advanced topics in development of database management systems (DBMSs) and the application of DBMSs in modern applications, including advanced concurrency control and recovery techniques, query processing and optimization strategies for relational database systems, advanced access methods, as well as data analysis on large databases. A final project is required to design and implement a complex database system for knowledge discovery techniques on large data sets. Prerequisites: CS 360 or its equivalent

Prerequisite: Take CS-360;.

CS 675 - Advanced Data Mining (3)

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

Prerequisite: Take CS-430;

CS 680 - Computer Graphics (3)

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

Prerequisite: Take CS-270 CS-500 or CS-5.

CS 682 - Advanced Network Security (3)

This course introduces security testing to those who are new to the field. This course is intended for novices who have a thorough grounding in computer and networking basics but want to learn how to protect networks by using an attacker's knowledge to compromise network security. By understanding what tools and methods a hacker uses to break into a network, security testers can protect systems from these attacks. Both public and private companies rely on skilled professionals to conduct test attacks on their networks as a way to discover vulnerabilities before attackers do. "Ethical hacker" is one term used to describe these professionals; others are "security tester" or "penetration tester."

CS 683 - Capstone Research in Cybersecurity (3)

This course is the capstone course for all students in the Cybersecurity track of MS in CS which provides the student with a hands-on environment to test and apply knowledge and skills learned throughout the program. The student will be required to critically think through real-world scenarios and recognize the value of cyber security methodologies.

CS 685 - Game Development (3)

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.

Prerequisite: Take MATH-161 or CS-380;.

CS 690 - Adv. Software Engineering (3)

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 system.

Prerequisite: Take CS-600;.

CS 691 - Human Computer Interaction (3)

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.

Prerequisite: Take CS-110 CS-120;.

CS 692 - Ethical Issues in Technology (3)

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)

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 698 - Graduate Internship (3)

Graduate Internship

CS 699 - Capstone Project (3)

The capstone project course gives students comprehensive experience working on realworld 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 I (3)

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 II (3)

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

Prerequisite: Take CS-700;

CS 720 - Advanced Topics in Informatics (3)

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.

CSEC - Cybersecurity

CSEC 665 - Advanced Digital Forensics (3)

This course introduces students to the principal activities and state-of-the-art techniques involved in developing digital forensics systems. Topics covered may include advanced file carving and reconstruction, forensic analysis of modern filesystems, network forensics, mobile device forensics, memory forensics, and anti-forensics. This course provides an advanced digital forensic topic relating to malicious software (malware), which represents an increasing information security threat to computer systems

and networks. This course also introduces students to the application of forensic science principles and practices for collecting, examining, analyzing, and presenting digital evidence. The course includes selected topics from the legal, forensic, and information technology domains and utilizes lectures, assignments, and programming projects to illustrate these topics. We will explore these topics through the use of various open-source forensic tools.

CSEC 670 - Advan Penetration Testing & Cyberwarfare (3)

Advanced Penetration Testing is a hands-on course that focuses on attacking and defending highly secured environments such as agencies, financial organizations, federal organizations, and large companies. The Advanced Penetration Testing course teaches the cyber-attack lifecycle from the perspective of an adversary. Advanced Penetration Testing is designed as a logical progression point for those who have completed Penetration Testing or for those with existing penetration testing experience. Students with the prerequisite knowledge to take this course will walk through dozens of real-world attacks used by the most seasoned penetration testers. The methodology of a given attack is discussed, followed by exercises in a hands-on lab to consolidate advanced concepts and facilitate the immediate application of techniques in the workplace. A sample of topics covered includes weaponizing Python for penetration testers, attacks against network access control (NAC) and virtual local area network (VLAN) manipulation, network device exploitation, breaking out of Linux and Windows restricted environments, IPv6, Linux privilege escalation and exploit-writing, testing cryptographic implementations, fuzzing, defeating modern OS controls such as address space layout randomization (ASLR) and data execution prevention (DEP), return-oriented programming (ROP), Windows exploit-writing, and much more!

DBA - Doctorate of Business Admin

DBA 700 - Virtual Orientation (1)

In this self-paced online tutorial, students will be introduced to the DBA program framework, program mentoring and student services, requirements of applied research, available technology and Felician College library services. The course is separated into a series of modules, and students will progress through the course by successfully completing 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 the completion of the doctoral program.

DBA 720 - Advanced Academic Study & Writing (3)

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)

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 & Quantative Analysis (3)

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 in his or her dissertation research.)

DBA 750 - Online Communication of Business Knowled (3)

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)

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)

In this project-based course, students will be provided a bibliography of seminal works in management theory. The student will select a management theme or problem, select at least 10 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)

Using the same theme or problem selected in DBA 810, students will find at least 15 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.

Prerequisite: Take DBA-810;.

DBA 819 - Applied Management Theory (4)

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 action research report which clearly defines the company's problem and makes recommendations for its solution grounded in management theory and literature.

Prerequisite: Take DBA-810 DBA-815;.

DBA 820 - Historical Perspectives in Marketing (3)

In this project-based course, students will be provided a bibliography of seminal works in marketing theory. The student will select a marketing theme or problem, select at least 10 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)

Using the same theme or problem selected in DBA 820, students will find at least 15 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.

Prerequisite: Take DBA-820;.

DBA 829 - Applied Marketing Theory (4)

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 action research report which clearly defines the company's problem and makes recommendations for its solution grounded in marketing theory and literature.

Prerequisite: Take DBA-820 DBA-825;.

DBA 830 - Historical Perspectives of Decision Theory (3)

In this project-based course, students will be 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 comprehensive review of literature demonstrating the ability to place the current theme or problem in historical perspective.

DBA 835 - Contemporary Decision Theory (3)

Using the same theme or problem selected in DBA 830, students will find at least 15 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.

Prerequisite: Take DBA-830;.

DBA 839 - Applied Decision Theory (4)

Using the same theme or problem selected in DBA 830, students will demonstrate their ability to apply quantitative 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 action research report which clearly defines the company's problem and makes recommendations for its solution grounded in decision theory and literature.

Prerequisite: Take DBA-830 DBA-835;.

DBA 850 - Teaching Assistantship (3)

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

Prerequisite: Take DBA-750;.

DBA 860 - Online Teaching Practicum (3)

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.

Prerequisite: Take DBA-750 DBA-850;.

DBA 870 - Field Demonstration in Busines (3)

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

Prerequisite: Take DBA-760;.

DBA 900 - Dissertation I (3)

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

DBA 910 - Dissertation 2 (3)

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.

Prerequisite: Take DBA-900;.

DBA 920 - Dissertation 3 (3)

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.

Prerequisite: Take DBA-900 DBA-910;.

DBA 930 - Dissertation 4 (3)

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.

Prerequisite: Take DBA-900 DBA-910 DBA-9.

ECON - Economics

ECON 571 - Economics for Management (3)

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

EDU - Education

EDU 501 - Design. Instruct/Curr. Implem. (3)

Design. Instruct/Curr. Implem.

EDU 502 - Education Workshop (0)

This is a placeholder for students. This "course" will create a brightspace shell for students to teach them in one easy forum how to prepare their portfolios. It is not credit bearing. No fees associated. Course does not appear on a students transcript No grades are submitted

EDU 505 - Educating All Populations (3)

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 506 - Edu Devl Stu With & W/Out Dis (3)

This course is designed to provide pre-service and novice teachers with a socioculturally based understanding of uniquely abled children's development from birth through middle childhood. By examining theories and current research in child development, students will learn that outcomes for children with and without disabilities are situated in multiple contexts, amidst the complex interplay between biological and environmental factors. This course will cover the behavioral characteristics, developmental

pathways and outcomes associated with various disabilities. By researching, observing and interpreting the physio-motor, cognitive and social/emotional development of children, students will become adept at providing interventions that promote optimal learning and development among all children.

EDU 511 - Intro to Lang and Linguistics (3)

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 515 - Trends & Issues Within Special Education (3)

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 521 - Foundation of Literacy K-6 (3)

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

EDU 525 - Ethical Leadership Creating Sch Vision (3)

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 - Phil for Teacher As Leader (3)

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 532 - Culturally Responsive Teach & 21st Cent (3)

This course is designed to prepare teacher candidates with a foundation for educating culturally diverse populations of students in the k-12 school setting. As educators, our role is to ensure that all students feel welcome, accepted, physically, socially, and emotionally safe, listened to, valued and have the confidence to participate in all school related activities. Since teaching is often influenced by our own experiences and assumptions, it is useful to reflect on our own educational and life experiences, as well as examine diversity and cultural competencies which will help us to attain the tools necessary to maximize our student's potential in today's classroom. 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 - School Finance (3)

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.

EDU 540 - Curriculum I (3)

This course is designed to emphasize how curriculum is developed, what the factors are that impact on curricular decisions, and the role that National and State Standards for student learning play in curricular decisions. Attention will be given to the New Jersey Core Curriculum Content Standards, New Jersey Professional Teaching Standards, and the New Jersey Professional Standards for School Leaders, as well as the Interstate New Teacher Assessment and Support Consortium Standards. 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, and 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 551 - Second Language Acquisition (3)

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).

Prerequisite: Take EDU-511;

EDU 560 - Literacy for Diverse Populatio (3)

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.

EDU 570 - Statistical Research (3)

This course provides an overview of descriptive/inferential statistical procedures and basic educational research techniques within the context of educational measurement. Topics to be covered include: scales of measurement, correlation and regression, parametric (t-Tests, One Way/Factorial Analysis of Variance), non-parametric (Chi-squared Test of Independence, Mann-Whitney Ranking) analytic techniques, and quasi-experimental design. Students will also understand the differences between quantitative and qualitative approaches to research. A required outcome is for students to conceptualize a preliminary proposal for their Capstone Action Project based upon the concepts covered during the semester.

Prerequisite: Take EDU-540;

EDU 590 - Teaching & Learning With Tech (3)

This course is designed for educators in a variety of settings who want to integrate good practice" with a technology-based curriculum. A broad range of non-print and computer-supported learning tools will be explored within the context of the curriculum through an interactive approach. These include multi-media, information utilities, networks, distance education, teleconferencing, CD-ROM's, laser disks, and other applicable technologies.

EDU 603 - Student Teaching Seminar (3)

Student Teaching Seminar

EDU 604 - Student Teaching (3)

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

EDU 605 - Design. Instruct./Cur. Implem. (3)

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

EDU 611 - Theory & Practice of Teaching Esl (3)

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. (Pre-Requisite: EDU 551- Second Language Acquisition)

EDU 615 - Teaching Across the Curriculum (3)

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

Prerequisite: Take EDU-540;

EDU 622 - School and Community Relations (3)

School and Community Relations

EDU 625 - Classroom Management & Positive Behavior Support (3)

This course is designed to help teachers understand the deficits occurring in learning disabled, behaviorally disordered children included in general education classrooms in six critical functional domains: cognitive processing, executive functioning, language functioning, social/emotional functioning, behavioral functioning, and academic performance. It explores competencies and awareness of the causative factors in LD/BD/CI and provides the teaching techniques that can make the regular education classroom a successful and normalizing learning environment for LB/ BD/CI challenged students.

EDU 630 - Moderate to Profound Disabilities (3)

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

EDU 635 - Intro to Assistive Technology (3)

This course provides students with a broad background into the use of Assistive Technology for students with disabilities. It will address the role of Assistive Technology in enabling and enhancing communication and cognitive potentials of the student with disabilities within the

educational setting. The course will address the impact of Assistive Technology on program selection, curriculum design, IEP planning, and instructional modifications. Students will review and practice with low-tech devices, software, and adaptive computer devices. They will become familiar with the assessment process, agencies, funding sources, relevant legislation, and the link between home and school.

EDU 640 - Universal Design for Learning (3)

The course emphasizes an overview of curriculum development, organization and planning of instructional activities, selection and preparation of materials, use of resources and selection of Assistive Technology Resources.

EDU 645 - School Policy & Regulations (3)

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

EDU 651 - Curric & Methods for Esl Learners/Classr (3)

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

Prerequisite: Take EDU-551;

EDU 655 - Topics in Science, Tech, Engi & Math Edu (3)

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.

EDU 656 - Literacy for Diverse Populatio (3)

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.

EDU 657 - Transition Into Teaching (3)

A seminar and field experience course for transfer students. Emphasis is on professional deportment, typical school organizations, observational and collaborative skills, education law, and instructional technology in the classroom. This course is for transfer students who are 2nd semester sophomores or 1st semester juniors.

EDU 658 - Understanding Special Populations (3)

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 populaitons (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 learner, as well as, addressing the person-centered transition planning model for special populations transitioning to adult service agencies.

EDU 659 - Mathematical Explo. II & Field (2)

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 specific education populations. Candidates are required to demonstrate proficient of skills through assigned field assignments focused one effective planning for instruction and completion of small-group instructional field observation.

EDU 660 - Supervision I (3)

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 will help to prepare the beginning supervisor for the formidable task of working with both veteran and beginning teachers.

EDU 661 - School Curric: Read/Lang Arts (2)

This course emphasizes effective planning strategies, accommodation of the individual learner through ability grouping and instruction, and non-teaching and administrative teacher responsibilities. Each student spends one day per week observing experienced teachers in public and private schools, analyzing what they do and participating in some classroom activities under the guidance of the teacher. A weekly seminar provides a forum for discussing issues related to these experiences. (new curriculum)

EDU 662 - Reading Diagn & Remediation (3)

Special and general education classroom teachers need to assess student achievement as a basis for planning future instruction as well as documenting student proficiencies in reading. This course explores informal and formal assessment procedures used for diagnostic purposes and instructional strategies that reinforce children's strengths as well as the remediation of reading deficiencies. Although these procedures and strategies are appropriate in both special and/or general education settings, special emphasis is placed on the characteristics, diagnosis, and remediation of the special needs learner in this course.

EDU 663 - Educational Assessment (3)

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 practitioner. 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 664 - Curr Inter & Teach SS (2)

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 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 665 - Inquiry Based Lear Thru STEM (2)

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 667 - Universal Design & Assistive Technology (3)

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 668 - Clinical Practice 1 Seminar (1)

This course emphasizes themes and guidelines related to student teaching. Each student spends one day per week observing and analyzing experienced teachers in nearby schools, and participating in some classroom activities under the guidance of the teacher. This is followed by a weekly seminar during which issues related to these experiences are discussed.

EDU 669 - Clinical Practice I (2)

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 670 - Supervision II (3)

This course emphasizes the development and maintenance of trust, flexibility in coaching (supervising), cognition and instruction, coaching tools to enhance cognition, achievement of holonomy, and ways of assessing the interaction. 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 reflectivity.

Prerequisite: Take EDU-660;

EDU 671 - Supp Success of Uniquely Abled (3)

This course is designed to provide the teacher with an understanding of programming, curriculum and instruction of children with learning disabilities, attention deficit disorder, behavioral disorders, speech delays, slow learning ability and mild autism within today's inclusive classroom. Emphasis will be on identification, referral, IEP development, methods for management, planning and evaluating instructional strategies. Emphasis will be placed on methods for differentiating instruction based upon learner characteristics, learning environment, curriculum, technology considerations, and the New Jersey Core Curriculum Content Standards.

EDU 672 - Clinical Internship Seminar (1)

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

EDU 673 - Clinical Internship (8)

This course provides the prospective teacher with teaching experience in an educational setting under the direct supervision of a cooperating teacher and college supervisor. Students must have senior classification and the approval of the Faculty Committee on Teacher Education.

EDU 674 - Intro to Early Childhood (2)

This introductory course provides the solid foundation for those individuals who desire to become early childhood educators. It is a comprehensive treatment of the integrated curriculum for early childhood education, translating theory into classroom practice. Students are provided with broad-based ex-perience in observing, examining, and plan-ning developmentally appropriate learning experiences with young children from birth through age eight. (fall course offering)

EDU 675 - School Law & Administration (3)

This course is designed to examine the challenges confronting K-12 educational leaders within the framework of federal and states laws as they relate to education. The course examines legal concepts relating to school administrators, students, staff, board of education, and the community in the context of the life of the educational leader. Specific attention is given to issues such as: the authority of governing public education, students' rights, rights of students with disabilities, teachers' rights and freedoms, discrimination, curriculum, and educator and school district liability. A variety of reference and research media is incorporated into the course, specifically online research.

EDU 676 - Young Child & Emergent Lit (3)

This course explores the reading process as a natural phenomenon as well as the concept of emergent literacy. It emphasizes a developmental view of learning to read. Attention is given to oral language and home and school literacy environments. This course is required for ELED/P3 majors (spring course offering)

EDU 677 - Nurturing the Exp. Arts in Youngchildren (3)

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 678 - The Integrated Curr: Ela (3)

The candidate will apply the foundations of lesson planning by creating skill, inquiry, and concept lessons for their specific discipline. In addition, techniques for integrating English Language Arts into their discipline will be outlined and discussed. The New Jersey Student Learning Standards will be emphasized. The candidate will gain an understanding of diverse cultures and teaching in the culturally responsive classroom. Candidates will be expected to participate in a clinical experience every Tuesday and will plan and implement one lesson in that classroom which will include evidence of differentiated instruction and multi-dimensional assessments. The Teacher Performance Assessment (edTPA) handbook will be reviewed with integration of content into course lectures and student assignments. This will be for K-12 certification only and will equate to EDU302.

EDU 679 - School Law & Policy Regulation (3)

This course is designed to examine the challenges confronting K-12 educational leaders within the framework of federal and states laws as they relate to education. The course examines legal concepts relating to school administrators, students, staff, boards of education, and the community as it impacts the educational leader. Specific attention is given to issues such as: the authority of governing public education, students' rights, rights of students with disabilities, teachers' rights and freedoms, discrimination, curriculum, and educator and school district liability. This course also focuses on the processes of developing policy and regulations, at the national, state, district, and school levels. The impact and application of policy and regulations are the second areas of focus. Students will become familiar with a variety of analytical methods for evaluating policy and regulations, with emphasis on creating, implementing and evaluating

policies to create positive and productive schools. A variety of reference and research media is incorporated into the course, specifically online research, incorporating important legal precedents as well as current issues.

EDU 680 - School Law (3)

This course provides insight to various legal concepts attributable to educational personnel, obligations of school personnel imposed by law, family, educational and privacy rights, alternate dispute resolution, and implications of Section 504 of the Rehabilitation Act upon students considered non-disabled under the IDEA.

EDU 685 - Special Education: a Diverse Society (3)

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

EDU 690 - Curr Issues & Trends in Curriculum Dev (3)

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

Prerequisite: Take EDU-540;

EDU 693 - Clinical Experience Seminar (1)

Students develop an understanding of education procedures and problems as they relate to the actual teaching situation. Guest speakers address the students on issues relating to children, teachers, administrators, parents, school law, and curriculum. The skills of the reflective practitioner are emphasized as students demonstrate their growth and development throughout the program culminating in the completion of a programmatic Capstone Portfolio and state-approved performance-based assessment (edTPA).

EDU 694 - Clinical Experience (3)

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

EDU 695 - Internship in Administration I (3)

Students will develop an understanding of educational procedures and problems as they are involved in an actual administrative situation. Working with a mentor in a workplace environment, students will learn strategic, contextual, instructional and organizational guidelines. They will develop the skills necessary to be effective educational leaders at the building level. The administrative intern will spend five hundred (500) hours over the course of two (2) semesters (EDU 715 MS and EDU 720 MS) 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. The seminar class will meet bi-weekly. 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 696 - Internship to Admin II (3)

Students will develop an understanding of educational procedures and problems as they are involved in an actual administrative situation. Working with a mentor in a workplace environment, students will learn strategic, contextual, instructional and organizational guidelines. They will develop the skills necessary to be effective educational leaders at the building level. The administrative intern will spend five hundred (500) hours over the course of two (2) semesters (EDU 715 MS and EDU 720 MS) 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. The seminar class will meet bi-weekly. 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 700 - Research Methods in Educ. I (3)

This course focuses on students' experiences in carrying out and writing up their original education research projects within their field of specialization in the Master's program. The proposal developed during ED 570 MS will be finalized and a draft of the first three chapters of the Capstone Action Project will be developed during this course. A required outcome is submission of the above for IRB approval.

Prerequisite: Take EDU-570;

EDU 701 - Data Informed Leadership (3)

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 710 - Research Methods in Ed. II (3)

This course focuses on the completion of the Capstone Action Project. Students have continuing opportunities to meet both individually and collaboratively with the other members of the cohort and the faculty as their final Capstone Action Project is developed. The full five-chapter paper, including a report of the results and a discussion of the findings, is submitted and presented at the end of the semester.

Prerequisite: Take EDU-700;

EDU 715 - Internship in Administration I (3)

Students will develop an understanding of educational procedures and problems as they are involved in an actual administrative situation. Working with a mentor in a workplace environment, students will learn strategic, contextual, instructional and organizational guidelines.

They will develop the skills necessary to be effective educational leaders at the building level. The administrative intern will spend five hundred (500) hours over the course of two (2) semesters (EDU 715 MS and EDU 720 MS) 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. The seminar class will meet bi-weekly. 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 - Internship in Administration II (3)

Students will develop an understanding of educational procedures and problems as they are involved in an actual administrative situation. Working with a mentor in a workplace environment, students will learn strategic, contextual, instructional and organizational guidelines. They will develop the skills necessary to be effective educational leaders at the building level. The administrative intern will spend five hundred (500) hours over the course of two (2) semesters (EDU 715 MS and EDU 720 MS) 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. The seminar class will meet bi-weekly. 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 730 - Internship District-Level Adm (3)

Issues, principles, and responsibilities of the district-level Adm are the focus of this course.

EDU 800 - Assessment Methods With Individuals With Autism Spectrum Disorder (3)

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)

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. As indicated in the course content section, this course is consistent with BACB Fourth Task List and emphasizes

Content Areas D-Fundamental Elements of Behavior Change, E-Specific Behavior-Change procedures, F-Behavior-Change systems, G-Identification of the Problem, H-Measurement.

EDU 802 - Applied Behavior Analysis for Students With Autism Spectrum Disorder (3)

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)

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. As indicated in the course content section, this course is consistent with BACB Fourth Task List and emphasizes Content in Areas B-Experimental Design E-Specific Behavior-Change Procedure, H-Measurement, I-Assessment, J-Intervention.

EDU 804 - Autism: Collaborative ABA Transdisciplinary Intervention (3)

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. As indicated in the course content section, this course is consistent with BACB Fourth Task List and Behavior-Change Procedures, G-identification of the Problem, J-Intervention, and K-Implementation, Management and Supervision.

EDU 805 - Ethics & Prof. Standards ABA (3)

During this course, students will acquire an in-depth understanding of ethical and professional conduct standards for behavior therapists based on 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)

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.

EDU 807 - Advanced Practicum in Applied Behavior Analysis (3)

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.

Prerequisite: Take EDU-806;

EDU 808 - Beh. Assest. & Fund. Prog. for Studw/Asd (1)

Evidenced based educational practices for students with ASD and other developmental disabilities are explored. Students examine research-based methods and key issues in the identification and assessment of behaviors to be targeted. Fundamental elements of behavior change, and specific behavior change procedures are covered.

EDU 809 - Advanced Concepts and Principles of Applied Behaviors (3)

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. As indicated in the course content section, this course is consistent with BACB Fifth Task List and emphasizes Area 2: Concepts Principles.

EDU 810 - Behavioral Assessment & Team Based Prog (3)

Evidenced based educational practices for students with ASD and other developmental disabilities are explored. Students examine research based methods and key issues in the identification and assessment of behaviors to be targeted. Fundamental elements of behavior change and specific behavior change procedures are covered.

EDU 811 - Practicum in ABA: Seminar (1)

Students will participate in a practicum experience that will follow the experience guidelines of the Behavior Analysis Certification Board. Small group supervision will

be provided on a weekly basis. Students will apply the content of the ABA program courses and the Behavior Analyst Certification Board Task List while directly working with individuals with ASD and other Developmental Disabilities in their supervision experience. Students will receive the supervision and feedback needed to develop the professional repertoire of a Board Certified Behavior Analyst. *Felician University cannot guarantee practicum placement or Fieldwork supervisor. However, we will help assist those students who need to find placements and supervisors.

Prerequisite: Take EDU-800 or EDU-801;. Corequisite: Take EDU-811F;.

EDU 812 - Practicum in ABA: Seminar (1)

Students will participate in a weekly seminar group supervision experience that will follow the experience guidelines of the Behavior Analysis Certification Board. Students must be simultaneously enrolled in the Field Experience component.

EDU 813 - Practicum in ABA: Seminar (1)

Students will participate in a weekly seminar group supervision experience that will follow the experience guidelines of the Behavior Analysis Certification Board. Students must be simultaneously enrolled in the Field Experience component.

EDU 814 - Practicum in ABA: Seminar (1)

Students will participate in a weekly seminar group supervision experience that will follow the experience guidelines of the Behavior Analysis Certification Board. Students must be simultaneously enrolled in the Field Experience component.

EDU 840 - Autism: a Meta-Analysis (3)

Participants will examine research based findings

ENT - Entrepreneurship

ENT 502 - Corporate Entrepreneurship (3)

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.

ENT 503 - Technology Entrepreneurship (3)

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.

ENT 504 - Designing Strategic Org (3)

This course is for students who plan to work in a complex or dynamic organization, or who may be interested in understanding and leveraging the relationship between organizational structure and business strategy. Students examine traditional and innovative designs for organizational structures and processes within business organizations. Beyond understanding traditional organizational forms as static structures, students also analyze the forces at work as organizations go through birth, growth, maturation, and decline phases.

ENT 505 - New Product Development (3)

Business firms manage growth and retain their competitive edge by successfully introducing new products. One approach to new product development is 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.

ENT 510 - Leadership for the 21st Century (3)

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 unteachable. 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.

ENT 520 - Entrep. Leadership & Strat. Formulation (3)

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.

ENT 530 - Organizational Performance & Ethics (3)

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.

ENT 540 - Innovation Management (3)

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.

ENT 550 - Special Topics in Innov & Entrep Leader (3)

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.

ENT 595 - Competency Portfolio Review Assessment (3)

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 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.

ENT 599 - Venture Growth Strategies (capstone) (3)

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 Division of Business and Management Sciences and representatives of the business community. The portfolio is a demonstration of the student's mastery of the six core competencies built into the MBA curricula.

FIN - Finance

FIN 510 - Corporate Valuations/Mergers & Aquis (3)

Corp Valuations/Mergers Aquis

Prerequisite: Take FIN-300 FIN-320 FIN-4.

FIN 571 - Finance for Business Decision Making (3)

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.

FIN 572 - Financial Tools and Techniques (3)

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.

HCA - Health Care Administration

HCA 515 - Management and Structural Analysis of Health Care (3)

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.

HCA 530 - Advanced Leadership and Strategies (3)

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.

HCA 540 - Hr Mgmt in Health Care Administration (3)

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 590 - Advanced Healthcare Policy (3)

This course will focus on the health policymaking 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 620 - Clin.Dec. Making in Healthcare (3)

Quantitative and qualitative data are the drivers for clinical decision making in healthcare. Healthcare administrators need to demonstrate use of analytical tools to guide their organization in the resolution of clinical issues. Quality and safety metrics will serve as roadmaps in this process. Use of evidence-based tools to frame best practice methods are part of this process. This course will utilize current methodologies and tools that guide best practice to ensure quality and safety in healthcare organizations. Emphasis will be on developing the necessary skills related to the role of healthcare administrator in ensuring quality and safety care within various healthcare industries.

HCA 650 - Principles of Project Mgmt (3)

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 660 - Healthcare Administration: Syn & Sol (3)

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.

HCA 670 - Masters Scholarly Project (3)

Description pending

HSCI - Health Science

HSCI 500 - Epidemiology (3)

This course provides an understanding of the epidemiological method of identifying disease causing agents. Emphasizes the generation of hypotheses based on descriptive epidemiological research, the determination of causality, and the value of epidemiological research in developing disease prevention programs.

HSHS - Health Specialty Health Scienc

HSHS 515 - School Nursing I (3)

This course provides a theoretical knowledge base for students to examine and analyze the role of the school nurse. The New Jersey Department of Education School Health Services Guidelines for school nursing practice is examined. Emphasis is placed on developing knowledge of national and state nursing standards, accreditation and licensing of schools, health programs, documentation, legal and ethical issues, and performing comprehensive health assessments and screenings. Financial, legal and administrative issues related to school nursing are examined.

HSHS 516 - School Nursing I Practicum (2)

This practicum provides the clinical experience for students to function in the role of the school nurse. The student is mentored by a certified school nurse and functions in the role of health care provider, health educator, health counselor, child advocate, administrator and member of an interdisciplinary school team. Emphasis is on the ability to provide a comprehensive health program. Decision making strategies and the applications of critical processes underlying school nursing practice are implemented.

HSHS 535 - School Nursing II (3)

This course continues to expand the theoretical knowledge base for students to examine and analyze the role of the school nurse. The New Jersey Department of Education

School Health Services Guidelines for school nursing practice is examined. Emphasis is on the ability to design and implement a comprehensive health program including managing common health issues, risk assessment, communicable disease and infection control, chronic school health conditions and services offered to students with special needs according to federal guidelines and legislative imperatives.

HSHS 536 - School Nursing II Practicum (2)

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, chronic school health conditions and services offered to students with special needs. The New Jersey Department of Education School Health Services Guidelines for school nursing practice is utilized. Decision making strategies and the application of critical processes underlying school nursing practice are implemented.

HSHS 545 - Advanced Health Assessment (3)

This course focuses on developing advanced health assessment skills, utilizing a self-care framework and other appropriate models. Variations in data associated with vulnerable populations are addressed. Content focuses on interviewing skills and systematic performance of a comprehensive physical assessment. Differentiation of normal and abnormal findings is emphasized, utilizing critical thinking and diagnostic reasoning skills.

HSHS 560 - Primary Health Care I (4)

This course focuses on the assessment and management of essentially healthy families in need of primary health care. Utilizing the concepts inherent in Healthy People 2020 and a self-care framework, emphasis is placed on health promotion, illness prevention and risk reduction strategies related to age and cultural diversity throughout the life cycle. For an additional credit, students can enroll in a clinical practicum that provides an opportunity to implement and evaluate concepts, theories and research related to health education, health promotion and illness prevention.

HSHS 563 - Primary Health Specialty (3)

This course focuses on the assessment and management of essentially healthy families in need of primary health care. Utilizing the concepts inherent in Healthy People 2020 and a self-care framework, emphasis is placed on health promotion, illness prevention and risk reduction strategies related to age and cultural diversity throughout the life cycle. For an additional credit, students can enroll in a

clinical practicum that provides an opportunity to implement and evaluate concepts, theories and research related to health education, health promotion and illness prevention.

HSHS 595 - Curriculum & Instruction in Health Educa (3)

Educational theories and principles of teaching/learning provide the basis for developing comprehensive health curricula and implementation of health-related teaching plans. Using a variety of teaching strategies, the student engages in classroom teaching in the K-12 school setting using the New Jersey Professional Standards for Teachers and the New Jersey Core Curriculum Content Standards as a guide. Continued development and enhancement of a teaching portfolio with use of informal and formal evaluation methods of effective teaching is utilized.

HSHS 596 - Student Teaching Practicum Health Ed (3)

This practicum focuses on teaching health to children in the K-12 school health setting using an interdisciplinary model. The teaching of children with special needs is also addressed. A teaching portfolio is continuously updated and evaluated based on the New Jersey Professional Standards for Teachers and the New Jersey Core Curriculum Content Standards. Students are mentored by a certified teacher of health education. Faculty individually mentor students and provide consultation and supervision on an ongoing basis.

HSHS 605 - Designing Instruction (3)

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

HSHS 695 - Curriculum & Instruction in Health Educa (3)

Educational theories and principles of teaching/learning provide the basis for developing comprehensive health curricula and implementation of health-related teaching plans. Using a variety of teaching strategies, the student engages in classroom teaching in the K-12 school setting using the New Jersey Professional Standards for Teachers and the New Jersey Core Curriculum Content Standards as a guide. Continued development and enhancement of a teaching portfolio with use of informal and formal evaluation methods of effective teaching is utilized.

HSHS 753 - Research: Evidence Based Practice (3)

This course builds upon the students' knowledge of the research process and critical appraisal skills. It focuses on the application, use, and evaluation of research. Emphasis is placed on the identification and solution of problems through scientific inquiry. The scholarly project is an in-depth study of a phenomenon, issue or problem related to a health and educational construct. Topic selection must be approved by the faculty mentor.

HSHS 760 - Research II: Scholarly Project (0)

This course focuses on the completion of the research project implemented in Research I. After approval of the completed project, students professional present their completed research project to the college community.

HSHS 763 - Research II:Scholarly Project (3)

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: Take HSHS-753;.

LDTC - Learn Disabilities Teach Cons

LDTC 500 - Impact Neuro&Physio Factors on Stu Perf (3)

This course emphasizes the physiological and neurological impact on student performance specific to how the brain "learns." Focusing on the connectivity of those individuals diagnosed with cognitive learning disabilities with areas such as attention deficits, behavioral patterns, and key factors that challenge the learning environment are examined.

LDTC 501 - Theory&Practices Sup Indiv W Dyslexia (3)

This course will primarily focus on the phenomenon of Dyslexia, semiole and current research specific to the practice of Dyslexia, and how comprehensive and diagnostic assessment and assistive technology are used in supporting individuals diagnosed with Dyslexia. Students will review screening interventions, accommodations, checklists, and programming support for individuals who require specific interventions.

LDTC 502 - Data Driven Decision Making & Collection (3)

This course will examine a variety of assessment tools, assessment language, and implications of formal and informal assessments currently utilized in the diagnosis of students with learning disabilities. Students will utilize data collection/assessment instruments, scoring rubrics and procedures, and mock interviews for experiential learning.

LDTC 503 - Needs & Diagnosis Children W/Disabilitie (3)

This course requires all candidates to experience the diagnosis and corrective action planning for students with learning disabilities utilizing assessments required of professionals serving on a child study team current to New Jersey schools. Data will be analyzed and utilized to create an educational evaluation and creation/completion of a mock individualized education plan.

LDTC 504 - LDTC Clinical Internship (3)

All candidates complete a minimum of 90 internship hours as a culminating field experience. Candidates must be approved to enter this required clinical internship by their faculty mentor and are able to utilize their LEAs to complete this approved field. Candidates are required to demonstrate competency and proficiency in supporting the determination of those with learning disabilities and the instruments/data collection required to make such recommendations.

MATH - Mathematics

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 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.

MGT - Management

MGT 571 - Human Resource Management (3)

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.

MGT 572 - Leadership and Strategy (3)

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 opportunity to adapt the theory to real-life experience.

MGT 573 - International Management (3)

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.

MIS - Management Information Systems

MIS 571 - Management Information Systems (3)

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.

MKT - Marketing

MKT 571 - Entrepreneurial Marketing (3)

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.

MKT 572 - Online Marketing and Marketing Research (3)

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.

NURS - Nursing

NURS 501 - Advan Bus.Dimen.Of Health Care (3)

This course focuses on the application of business and management practices in a variety of health care settings. The student incorporates graduate level management concepts in executing a mid-level or senior management administrative role. Financial aspects are also emphasized. Opportunities are provided to work in groups to critique various management models within health care settings

identified by the student. Students are encouraged to incorporate research findings from professional organizations such as the American Nurses? Credentialing Center project on magnet hospitals and other best practice settings. The course culminates with the student developing a business plan for a specific health care setting.

NURS 502 - Policy, Advocacy & Legal Issues in Healthcare (3)

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 503 - Theory & Research in Adv Nursing Prac (4)

This course provides an overview to the theoretical underpinnings and research that provides a foundation to advanced nursing practice and evidenced based practice. Emphasis is placed on the analysis of a wide range of theories and the application of research. Students will identify a problem, develop a robust nursing research question supported by theory, and synthesize and critically evaluate evidence for application across diverse populations in healthcare.

NURS 505 - Advanced Pathophysiology (3)

This course is an in-depth study of physiological principles in addition, common pathologies for graduate nursing students. Symptoms and signs of 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.

NURS 506 - Adult Oncology Nurse Practitioner Theory (4)

This course provides a strong foundation for the advanced care of the adult oncology population. Students are introduced to cancer screening, prevention, and surveillance strategies as well as the principles in the diagnosis and treatment of cancer and its symptoms. The role of the adult oncology nurse practitioner relevant to

individualized, palliative, and end-of-life care is also covered. Emphasis is placed on the development of advanced clinical decision-making skills for the evidence-based oncologic care of diverse adult populations.

NURS 507 - Adult Oncology NP:Practicum I (4)

This course builds upon and applies foundation content provided in NURS 506 for the advanced care of the adult oncology population. Students are introduced to emergency and psychosocial issues in advanced oncologic care. The role of the adult oncology nurse practitioner relevant to clinical research and professional practice is also covered. Emphasis is placed on the development and application of advanced clinical decision-making skills for the evidence-based oncologic care of diverse adult populations. Students will complete total of 250 clinical hours.

NURS 508 - Adult Oncology NP: Practicum II (2)

This course builds upon and applies content provided in NURS 506 and NURS 507 for the advanced care of the adult oncology population. Students will explore and develop plans for advanced oncologic care across the lifecycle including cancer survivorship. Emphasis is placed on the application of advanced clinical decision-making skills for evidence-based oncologic care of diverse adult populations. Students will complete a total of 125 clinical hours.

Prerequisite: Take NURS-506 NURS-507;.

NURS 509 - Adult Oncology NP:Practi III (2)

This course applies content provided in NURS 506, NURS 507, and NURS 508 as a culminating learning experience for the advanced care of the adult oncology population. Students will review important aspects of advanced oncologic care, such as pharmacological treatment. Emphasis is placed on the application of advanced clinical decision-making skills for evidence-based oncologic care of diverse adult populations. Students will complete a total of 125 clinical hours.

Prerequisite: Take NURS-506 NURS-508;.

NURS 510 - Nursing Research: Application (3)

This course builds upon students' knowledge of the research process and critical appraisal skills. The course focuses on the development of a PICOT question that is foundational to the process of searching for scientific evidence and critically analyzing the literature. Through the integration of informatics, the student conducts a rigorous critique of databases to generate meaningful

evidence, exploring organizational science to evaluate innovations in health care for the purpose of initiating change and improving nursing practice. Emphasis is placed on the critical evaluation of research and the identification and solution of problems through scientific inquiry. The Project-Based competency for this course is to synthesize and critically analyze evidence for practice to determine appropriate application of interventions across diverse populations and healthcare systems. Prerequisite: Undergraduate courses in nursing research and statistics

NURS 512 - Principals of Nursing Education (3)

This course introduces first-semester MSN students to the foundational principles, theories, and practices of nursing education and executive leadership. Students will explore the historical and philosophical development of nursing education, examine key educational and leadership theories, and learn to apply curriculum design, teaching strategies, and assessment methods across diverse learning environments. Emphasis is placed on the evolving role of the nurse educator in academic, clinical, and community settings, with a focus on ethical leadership, diversity, and evidence-based practice. Students will critically analyze current trends, standards, and regulatory influences shaping nursing education while developing their personal teaching philosophies. Through case studies, writing assignments, and reflective analysis, students will gain practical skills to create effective, inclusive learning experiences which are aligned with national competencies to support their growth as transformative leaders in nursing education.

NURS 525 - Ethical Dimensions of Nursing (2)

This course explores the ethical dimensions of delivering health care in contemporary society and the implications for nursing education and patient, family and community education. The course begins by examining personal and professional values while also exploring the impact of society and the law in ethical decision making. Ethical theories, based on Catholic, Franciscan values, and decision-making models are examined and provide a basis for analysis of ethical issues confronting nurses in education and practice.

NURS 530 - Adv. Health Assessment (3)

This course focuses on developing advanced health assessment skills, utilizing a self-care framework and other models appropriate for advanced practice nursing. The population for study is clients of all ages. Variations in

data associated with vulnerable populations are addressed. Content focuses on interviewing skills, and systematic performance of a comprehensive of a health assessment. Differentiation of normal or abnormal finding is emphasized, utilizing critical thinking and diagnostic reasoning within the scope of advanced practice nursing.

Prerequisite: Take NURS-505;.

NURS 540 - Pharmacology/Prescriptive Prac (3)

This course focuses on the pharmacological principles of therapeutic drugs prescribed in primary health care practice. Emphasis will be placed on the pathophysiology of disease processes and how these processes may be prevented, treated, or stabilized with pharmacological interventions. Legal aspects of prescriptive practice are discussed.

NURS 541 - Psychopharmacology (3)

This course provides a comprehensive exploration of psychopharmacology, the study of how drugs affect mood, behavior, and mental processes. It is designed for students interested in understanding the pharmacological treatment of mental health disorders and the underlying neurobiological mechanisms.

NURS 545 - Legal Dimensions of Nursing (2)

Focus for the course is on case law, legislation and regulation governing nurses in the educational, community and practice settings. Themes centralize around legislation, regulation and education policy effecting nurse educators and nursing education. Legalities of the academic relationship are explored including academic performance in a variety of settings, student rights, due process, confidentiality and privacy, records, student misconduct and documentation, criminal conduct, grievances and appeals process, Family Educational Rights and Privacy Act (FERPA), Title II of Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act, and JACHO patient education standards.

NURS 550 - Ethics, Human Diversity and Social Issue (3)

Content focuses on an understanding and appreciation of Franciscan values, ethics and human diversity in health and illness. Subcultural influences on human behavior, including ethnic, racial, gender and age will be explored. Discussions of organizational ethical issues in health care as they affect aggregate communities, society and the health professions will be explored. The Project-Based learning competency for this course focuses on the

development or evaluation of effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.

NURS 555 - Academic Enterprise: Effective Acad Inst (4)

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. A wide variety of learning activities are addressed including self-directed learning, computer assisted instruction, e-learning, simulation and interactive case scenarios, gaming, story telling, role playing, return demonstration, service learning and others. Effective classroom, clinical, community and entrepreneurial education are studied.

NURS 560 - Primary Health Care I (4)

This theoretical and clinical practicum focuses on the assessment and management of essentially healthy families in need of primary health care. Utilizing the concepts inherent in Healthy People 2010 and a self-care framework, emphasis is placed on health promotion, illness prevention and risk reduction strategies related to age and cultural diversity throughout the life cycle. The clinical practicum provides opportunities to implement and evaluate concepts, theories and research related to health promotion and illness prevention. Screening procedures and the teaching-coaching function of the nurse practitioner are highlighted.

Prerequisite: Take NURS-530;.

NURS 565 - Curriculum Design and Evaluation (3)

This course focuses on the varied elements of the curriculum development and evaluation process in higher education. Course development and evaluation of higher education, clinical orientation and continuing education programs is explored. Content exposes students to mission and philosophy development, program design, curricular frameworks, course design and outcome and competency identification. Formal measures for assessment of student learning and performance, teaching effectiveness, and the educational process environment are examined. The accreditation process is addressed.

NURS 570 - Primary Health Care II (FNP) (6)

This course is a theoretical and clinical practicum focusing

on the assessment, diagnosis and management of common acute and stable chronic conditions of the family within a self-care framework. It includes study of epidemiology pathophysiology, symptom complexes and research based treatment as it relates to health deviation. The clinical experience focuses on strategies for health care management.

Prerequisite: Take NURS-560;.

NURS 571 - Primary Health Care II (AGNP) (5)

This course is a theoretical and clinical practicum focusing on the assessment, diagnosis and management of common acute and stable chronic conditions of the family within a self-care framework. It includes study of epidemiology pathophysiology, symptom complexes and research based treatment as it relates to health deviation. The clinical experience focuses on strategies for health care management.

Prerequisite: Take NURS-560;.

NURS 575 - Evaluation Methods in Nursing Education (3)

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, interpretation of results, laboratory and clinical evaluation methods, and critical thinking assessment. Essential constructs of validity and reliability are explored. The substance connects the instructional objective with the appropriate evaluation instruments to measure learning outcomes.

NURS 580 - Primary Health Care III (FNP) (6)

A theoretical and clinical practicum on the assessment, diagnosis and management of common acute and stable chronic conditions of the family. It includes study of epidemiology, pathophysiology, symptom complexes and research based treatment relating to health deviation. The clinical experience focuses on strategies for health care management.

Prerequisite: Take NURS-560 NURS-570;.

NURS 581 - Primary Health Care III (AGNP) (5)

A theoretical and clinical practicum on the assessment, diagnosis and management of common acute and stable chronic conditions of the family. It includes study of epidemiology, pathophysiology, symptom complexes and

research based treatment relating to health deviation. The clinical experience focuses on strategies for health care management.

Prerequisite: Take NURS-560 NURS-571;.

NURS 590 - Primary Health Care IV (FNP) (6)

The final clinical course of the MSN program focuses on the interdisciplinary role and leadership skills of the family nurse practitioner in the delivery of primary health care. The practicum concentrates on implementing the comprehensive role of the family nurse practitioner across clinical settings.

Prerequisite: Take NURS-560 NURS-570 NUR.

NURS 591 - Primary Health Care IV (AGNP) (5)

The final clinical course of the MSN program focuses on the interdisciplinary role and leadership skills of the family nurse practitioner in the delivery of primary health care. The practicum concentrates on implementing the comprehensive role of the family nurse practitioner across clinical settings.

Prerequisite: Take NURS-560 NURS-571 NUR.

NURS 592 - Nurse Educator I: Comb Clinical & Ed Des (4)

The course focuses on advancing clinical knowledge and expertise through an independently driven scholarly project. The heart 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.

Prerequisite: Take NURS-555NURS-565 NUR.

NURS 593 - Nurse Educator II: Role Practicum (4)

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: Take NURS-592;.

NURS 598 - Scholarly Project I (0)

This project is an in-depth study of a phenomenon, issue or problem related to the discipline of nursing. Selection of topic is made in consultation with a faculty mentor. Students begin working with a faculty mentor during the second semester of full-time graduate study or the third semester of part-time study. It is expected that students will register for project advisement each semester until the project is completed. All projects will be presented to the Felician College community prior to graduation.

Prerequisite: Take NURS-510;.

NURS 599 - Scholarly Project II (0)

This project is an in-depth study of a phenomenon, issue or problem related to the discipline of nursing. Selection of topic is made in consultation with a faculty mentor. Students begin working with a faculty mentor during the second semester of full-time graduate study or the third semester of part-time study. It is expected that students will register for project advisement each semester until the project is completed. All projects will be presented to the Felician College community prior to graduation.

Prerequisite: Take NURS-510 NURS-598;.

NURS 600 - Scientific Underpinnings of Practice (3)

This course introduces students to the nature of theory and the process of theory development. Theories/conceptual models of nursing and related disciplines will be examined for their contributions to nursing knowledge, research and practice.

NURS 605 - Primary Care of the Adult Gerontology Population I (3)

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

Prerequisite: Take NURS-502 NURS-510 NUR.

NURS 610 - Principles of Administration (3)

The purpose of the course is to expand one's understanding of and familiarity with the significance of the Administrator's role in health care delivery based on regulatory, industry and professional standards of practice. Organizational and systems leadership for quality improvement and systems thinking is introduced. Content focuses on the costeffectiveness of clinical decisions and recommendations for increasing the costeffectiveness of quality care. Various contemporary leadership and management models are critiqued and contrasted with professional standards for administering patient-centered compassionate care. Organizational and systems leadership are critical to improve patient and healthcare outcomes. The challenges to address emerging practice problems and dilemmas that emerge as new diagnostic and therapeutic technologies evolve will be presented through Project-Based case studies.

NURS 615 - Primary Care of Women (2)

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.

Prerequisite: Take NURS-502 NURS-510 NUR.

Corequisite: Take NURS-605;.

NURS 625 - Primary Care of Adult-Gerontology II (3)

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. Psychiatric mental health conditions and end of life issues are specifically addressed.

NURS 626 - Clinical Practicum: Adult Gerontology (3)

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.

Prerequisite: Take NURS-625 NURS-635;.

NURS 627 - Clinical Practicum: Primary Care of the Adult-Gerontology Population II (3)

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: Take NURS-626;.

NURS 628 - Clinical Practicum: Primary Care of the Adult-Gerontology Population III (3)

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: Take NURS-627;.

NURS 631 - Healthcare Finance: Concepts & Issues (3)

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 Pediatric Population (3)

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.

NURS 636 - Clinical Practicum: Primary Care of the Pediatric Population (1)

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.

Prerequisite: Take NURS-625 NURS-635;.

NURS 637 - Clinical Practicum: Primary Care Across The Lifespan I (3)

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.

Prerequisite: Take NURS-626 NURS-636;.

NURS 638 - Clinical Practicum: Primary Care Across The Lifespan II (3)

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: Take NURS-637;.

NURS 640 - Regulatory and Risk Mgmt Healthcare (3)

This course examines how health care policy and regulation, (whether it is created through governmental actions, institutional decision making, or organizational standards), creates a framework that can facilitate or impede the delivery of health care services or the ability of the provider to engage in practice to address health care needs. Course content examines the external and internal regulations common to multiple care delivery systems, including health disparities, cultural sensitivity, ethics, the internationalization of health care concerns, access to care, quality of care, health care financing, and issues of equity and social justice in the delivery of health care. As their Project-Based Learning competency, students work in groups to identify the most common high volume risk management issues in today's health care systems accompanied by a comprehensive plan detailing an evidenced based approach for the reduction of at least 2 risk factors.

NURS 641 - Population Health Management (3)

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 (3)

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.

Corequisite: Take NURS-638 or NURS-628;.

NURS 646 - Health Systems Leadership Seminar (5)

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

Prerequisite: Take CS-630 NURS-610 NURS-.

NURS 650 - Strategic Planning / Project Mgmt (3)

Conceptualization of new care delivery models that are based in contemporary nursing science that are feasible within current organizational, political, cultural and economic perspectives are explored within the context of strategic planning and project management organizational designs. The course examines the why and how of successful strategic planning and the competencies expected for contemporary project managers. With the emphasis on project management in health care systems

today, health care administrators must be able to analyze techniques to model and understand and manage complex projects and crisis management situations. The Project-Based competency for this course requires students to expand the development of their approved change project to demonstrate how it relates to the institution's strategic plan and to develop an interdisciplinary project management plan to ensure successful implementation and evaluation of outcomes.

NURS 659 - Business Aspects of Healthcare Org (5)

This course provides a comprehensive overview of the business and fiscal aspects related to managing healthcare organizations. Concepts related to budget planning, fiscal operations, strategic planning, and economic principles are covered. Emphasis is also placed on the legal and ethical aspects related to the business of healthcare. Students will utilize the principles of project management to design a healthcare project. The project will include a detailed plan along with a budget and outcomes assessment plan. Threaded throughout the course will be discussions related to the roles and competencies of the nurse leader as outlined in the AONL Nurse Leader Competencies.

NURS 660 - Executive Field Placement I (3)

In collaboration with the program advisor, students work with a mid-senior level administrator in a health care setting to gain a more in-depth understanding of the role of the administrator in managing the challenges and complexities of today's health care systems. Students are encouraged to seek national and international arenas within government, hospitals, health care systems and related businesses for their placement. Students are exposed to a wide variety of organizational initiatives as reflected through the budgeting process, reimbursement patterns, human resources, pharmaceuticals, medical equipment, physical plant issues, web-based and medical technology, and community relationships. Students examine patient satisfaction and outcome statistics as they relate to the improvement of care. Students spend time in committee meetings to further understand the composition and structure of teams and their effectiveness in accomplishing the patient care goals of the organization. Students are expected to be working on their Project-Based change project.

NURS 661 - Primary Care I: Prevention and Education (3)

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, immunization, health promotion, anticipatory guidance and

education of the healthy are discussed considering national preventive benchmarks and guidelines. Additionally, screening, health promotion, anticipatory guidance and education of the well female are discussed. Concepts of preventive health is incorporated including components of normal physiologic adaptations or pregnancy including pre-conceptual counseling, prenatal, neonatal, and post-partum care. The content builds on the development of advanced health assessment, diagnostic skills and the development of differential diagnosis. 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.

Prerequisite: Take NURS-540 NURS-505;.

NURS 662 - Primary Care II: Diagnosis and Mgmt (4)

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. Additionally, components of evidence-based diagnosis, management and evaluation of common acute and chronic women's health disorders in the primary care setting are addressed, including the impact of preexisting conditions and common complaints of pregnancy. Diagnostic procedures, laboratory tests, follow-up care and situations requiring referral are reviewed.

Prerequisite: Take NURS-661;.

NURS 670 - Executive Field Placement II (3)

This field placement is the culminating practice experience for students in the Executive Leadership Track. Students are expected to finalize implementation of their Change Project including an evaluation of project outcomes. Students are required to present their completed Change Project to a panel of faculty and members of the organization where the field experience occurred. The Change Project must demonstrate mastery of all program competencies. A paper suitable for publishing or presentation must accompany the presentation. The project must demonstrate the student's satisfactory completion of

the program objectives.

Prerequisite: Take NURS-660;.

NURS 671 - Practicum: Primary Care Adult Geron I (3)

This clinical practicum experience for the AGNP student 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 develop diagnostic reasoning 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. Intensive laboratory experiences focus on EKG and x-ray interpretation, tele-health skills, and acute care procedure skills. 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 moderate amount of guidance.

Prerequisite: Take NURS-662;.

NURS 672 - Prac: Prim Care Adlt Geron II (5)

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 increasingly independent in the care of clients with minimal preceptor guidance. Intensive laboratory experiences focus on developing management decisions from EKG and x-ray interpretation, suturing skills and polypharmacy management. 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.

Prerequisite: Take NURS-671;. Corequisite: Take NURS-645;.

NURS 673 - Pract: Primary Care Subacute & LTC Pop (3)

This AGNP clinical practicum experience focuses on the care of the older adult and frail elderly client in the subacute and long-term care setting. Working with approved preceptors in designated subacute and/or long-term care clinical sites, students will provide culturally responsive, appropriate focused and comprehensive health assessments, perform health screenings, immunizations, functional assessments, health promotion, pharmacological management, palliative care, and management of cognitive impairment. Utilizing evidence-based practice and clinical guidelines, students will focus on assessment, diagnosis, management and evaluation of acute and chronic illness management for the older adult and frail elderly clients in the subacute and long-term care setting. Intensive laboratory experiences focus on women's health and gerontological select objective structured clinical examinations (OSCE) and high-fidelity simulations. Culturally responsive care for diverse, vulnerable and underserved population is stressed. Students are required to function safely in the clinical setting and meet the identified clinical competencies for the older adult and frail elderly population with a moderate amount of guidance.

Prerequisite: Take NURS-662;.

NURS 674 - Practicum:primary Care Adult Gerontology (4)

This clinical practicum experience for the AGPCNP student focuses on the care of adolescent to frail elderly 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. Utilizing evidence-based practice and accepted clinical guidelines, students will develop diagnostic reasoning 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 adolescent to frail elderly population with increasing independence and moderate amount of guidance.

Prerequisite: Take NURS-662 NURS-699;.

NURS 675 - Practicum: Subacute/Long-Term Care (4)

This AGPCNP clinical practicum experience focuses on the comprehensive care of the subacute and long-term care population. Working with approved preceptors in designated subacute and long-term 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. Utilizing evidence-based practice and clinical guidelines, students will focus on assessment, diagnosis, management and evaluation of common acute and stable chronic illness for subacute and long-term care clients. 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 subacute and long-term populations with increasing independence and moderate amount of preceptor guidance.

Prerequisite: Take NURS-674;.

NURS 676 - Practicum: Primary Care Adult Geron II (4)

This final AGPCNP clinical practicum experience focuses on the comprehensive care of adolescent to frail elderly clients. Working with approved preceptors in designated clinical sites, students utilize evidence-based practice guidelines, and will disseminate findings. 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 adolescent to frail elderly clients. 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 increasingly independent in the care of clients with minimal preceptor guidance. Emphasis is placed on the comprehensive role of the Adult Gerontology Primary Care 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.

Prerequisite: Take NURS-675;.

NURS 681 - Prac: Primary Care Across the Lifespan I (3)

This clinical practicum experience for the FNP student focuses on the care of clients throughout the lifespan. 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 develop diagnostic reasoning 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. Intensive laboratory experiences focus on EKG and x-ray interpretation, tele-health skills, and acute care procedure skills. 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 moderate amount of guidance.

NURS 682 - Prac Prim Care Across Life II (5)

This final FNP clinical practicum experience focuses on the comprehensive care of the clients across the lifespan. 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 across the lifespan. 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 increasingly independent in the care of clients with minimal preceptor guidance. Intensive laboratory experiences focus on developing management decisions from EKG and x-ray interpretation, suturing skills and polypharmacy management. Emphasis is placed on the comprehensive role of the Family 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.

Prerequisite: Take NURS-681;. Corequisite: Take NURS-645;.

NURS 683 - Prim Care Ped & Wom Health Pop (3)

This FNP clinical practicum experience focuses on the care of pediatric client from birth through adolescence and comprehensive women's health care in the primary care setting. Working with approved preceptors in designated pediatric and women's health 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. 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 and women's health clients in the primary care setting. Intensive laboratory experiences focus on pediatric and women's health select objective structured clinical examinations (OSCE) and high-fidelity simulations. Culturally responsive care for diverse, vulnerable and underserved population is stressed. Students are required to function safely in the clinical setting and meet the identified clinical competencies for the pediatric and women's health population with a moderate amount of guidance.

Prerequisite: Take NURS-635 NURS-661 NUR.

NURS 684 - Practicum: Primary Care Across Lifespan (4)

This clinical practicum experience for the FNP student focuses on the care of clients throughout the lifespan. 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 across the lifespan. Utilizing evidence-based practice and accepted clinical guidelines, students will develop diagnostic reasoning 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 family population with increasing independence and moderate amount of guidance.

Prerequisite: Take NURS-662 NURS-635 NUR.

NURS 685 - Practicum:pediatric and Maternal Health (4)

This FNP clinical practicum experience focuses on the comprehensive care of the pediatric population from birth through adolescence and the maternal health population in the primary care setting. Working with approved preceptors in designated pediatric and maternal health 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. 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 and maternal health clients in the primary care setting. 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 pediatric and maternal health populations with increasing independence and moderate amount of preceptor guidance.

Prerequisite: Take NURS-684;.

NURS 686 - Practicum: Primary Care Acr Lifespan II (4)

This final FNP clinical practicum experience focuses on the comprehensive care of the clients across the lifespan. Working with approved preceptors in designated clinical sites, students utilize evidence-based practice guidelines, and will disseminate findings. 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 across the lifespan. 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 increasingly independent in the care of clients with minimal preceptor guidance. Emphasis is placed on the comprehensive role of the Family 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.

Prerequisite: Take NURS-685;.

NURS 699 - Clinical Skills Competency Intensive (1)

This dynamic, integrative, on-campus intensive course will equip the learner with the knowledge and competencies required for entry in the primary care clinical setting. Learners will develop and demonstrate a variety of APN skills to provide safe, quality client care before their first clinical experience. Emphasis is placed on diagnostic reasoning and the use of advanced clinical judgement in the development of comprehensive client-centered plan of care for a variety of health conditions of the individual across the lifespan.

Prerequisite: Take NURS-662; Take NURS-6.

NURS 700 - The Dnp-Prepared Prof: Explor & Analysis (3)

This course provides an introduction to the current and evolving roles of the DNP professional. The course explores the historical and political path of doctoral education in nursing. Within this course the student participates in the first of two residency requirements. The two day residency introduces the DNP student to Felician College. Content includes the mission and goals of the College and the Division of Nursing and Health Management, progression and graduation requirements, library orientation, the DNP change project and the role of the DNP professional in addressing the challenges of the 21st century.

NURS 701 - Leadership & Qual Imprvmt Healthcare Sys (3)

This doctoral level course is an application of leadership and quality improvement to promote safety and quality care outcomes in healthcare. Other topics covered include systems thinking, project management, change management, safety benchmarks, communications, strategic planning, financial planning, and budgeting. Students will develop a business plan as a culminating project.

NURS 702 - Advocacy & Action for Health Care Policy (3)

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 705 - Nursing Informatics (3)

Health information systems and technology are evaluated from an organizational, financial, ethical and legal perspective. This doctoral-level course will cover the design, selection, and evaluation of technology used by nurse leaders to manage information, support decisions, conduct research, and deliver and improve care to populations. Students will analyze emerging technologies

and apply technology to collect, analyze, and display data and disseminate knowledge.

NURS 707 - Methods Evid. Base Pract I (3)

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.

Prerequisite: Take NURS-700 NURS-702;.

NURS 708 - Methods for Evidence Based Practice II (3)

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: Take NURS-707;.

NURS 715 - Financial Management (3)

This course focuses on the business and financial acumen required for effective financial management. Topics include principles of healthcare economics and finance including operating costs, capital structure and program budgets, business plans and strategic plans, productivity. Also addressed are ethical theories and models as they relate to clinical, business and corporate ethics and legal concepts, including assessment and ethical management of risk.

NURS 730 - Impacting Healthcare Outcomes (3)

This course addresses the advanced level knowledge and competencies required to positively impact healthcare outcomes. Organizational and systems leadership are the focus. The course centers on the conceptualization and creation of new and innovative health care delivery models to promote and sustain practice-level and system-wide patient population safety and quality of care. Political, social, and economic perspectives will be integrated throughout the course. Analysis of risk management, outcomes management, and benchmarking are addressed

NURS 740 - Contemporary Topics for Advanced Nursing (3)

This course is designed to explore contemporary issues confronting the Advanced Practice Nurse-Doctor of Nursing Practice (APN-DNP) in clinical and professional practice. The course will examine the utilization of best practice evidence in the provision of health care services, achieving optimal outcomes and translating it into the practice environment. Leadership and organization/systems theory will be synthesized into the practice environment. Discussion will focus on current legislative policy, the changing face of health care in the United States and how the APN-DNP can be a transformational leader at the practice and organizational level. This course will build on the professional development topics such as writing for publication, grant writing and building an independent business practice to expand the APN role far into the 21st century.

NURS 741 - Clinical Prevention and Population Health (3)

This course explores the improvement of the Nation's health through educational initiatives devised to integrate clinical prevention and population health activities for individuals, families and populations within the healthcare system. Attention is given to epidemiological, statistical, occupational, environmental data as it relates to program development. Related topics include learning theories, literacy and healthcare literacy, cultural diversity and sensitivity, and socioeconomic influences. Healthy People, 2020, emergency/disaster preparedness and infectious disease prevention initiatives are addressed.

NURS 750 - Contemporary Topics for Healthcare Execut (3)

Health care delivery systems are fluid and change. This course provides an opportunity for nurse executives to explore present-day topics in an ever-changing market. Revenue reduction, integrated health care delivery systems, new professional models of staffing, the aging population, innovative delivery systems, and inter-professional team models are contemporary topics of interest.

NURS 751 - Advanced Leadership and Comm Strategies (3)

Content includes organizational and systems leadership to improve healthcare outcomes. Systems thinking, system theory, organizational culture and climate, communication theory and leadership theory are explored as they relate to eliminating health disparities and providing excellence in practice. Accomplishing the Institute of Medicine (IOM)

mandates for patient-centered, safe, high-quality care through a collaborative inter-professional team effort is analyzed. Consultant, collaborative and leadership roles within the inter-professional team are examined. Strategies for effective corporate communication are explored.

NURS 800 - Knowledge Integration: Evidence Appraisal (3)

This course focuses the use of analytical methods to critically appraise extant literature and other evidence for translational scholarship application in complex practice settings. This integration of knowledge is accomplished through an in-depth analysis of the existing evidence and theoretical frameworks from nursing and adjunctive disciplines. This analysis yields a collection of appropriate, relevant and accurate data utilized to improve healthcare practices and patient and population outcomes. Advanced exploration of meta-analysis, quantitative and qualitative research designs, mixed-methods research, and research triangulation is accomplished. Using the PICOT format and CATS analysis, the learner identifies a focus for a quality improvement methodology implemented via a change initiative. Evidence appraisal work and associated practicum hours will total a minimum of 150 hours. The work is reviewed and evaluated by an academic committee.

NURS 801 - Knowledge Application: DNP (6)

The capstone project demonstrates synthesis of the learner's work. Within this capstone project course, the learner builds on the knowledge integration project begun in NURS 800 to design evidence-based applications and predict, measure and evaluate outcomes of a change initiative within a practice setting, healthcare organization or community setting. The purpose of the initiative is to promote safe, timely, effective, equitable, patient-centered care through the implementation of best evidence for the improvement of practice and the practice environment. Implementation and associated practicum hours will total a minimum of 250 hours. The work is reviewed and evaluated by an academic committee.

Prerequisite: Take NURS-800;.

NURS 802 - Knowledge Dissemination (3)

Dissemination of findings from the evidence-based change initiative is accomplished. Topics in support of this enterprise include writing for publication, creation of poster presentations, public speaking presentation, power point slide presentations. Dissemination and associated practicum hours will total a minimum of 100 hours. The

work is reviewed and evaluated by an academic committee.

Prerequisite: Take NURS-801;.

NURS 803 - Transition to the DNP Role (2)

Residency II represents the culmination of the DNP program. The 2 day residency brings DNP students together for dissemination of knowledge gained through the DNP change initiative project. A series of guest speakers on contemporary topics contribute to the DNP role transition.

NURS 810 - Knowledge Application: Project Implementation I (3)

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

Prerequisite: Take NURS-800;.

NURS 812 - Special Topics in Nursing (1)

Under the guidance of a faculty member, students will independently explore a leadership or organizational systems problem relevant to the DNP role as project manager in health care systems. Students will conduct an issues analysis and impact, utilize EBP for resolution and solutions, and evaluate the outcome.

NURS 815 - Knowledge Application: Project Implementation II (3)

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

Prerequisite: Take NURS-810;.

NURS 820 - Knowledge Dissemination (3)

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

Prerequisite: Take NURS-815;.

NURS 899 - DNP Maintain Matriculation (1)

This course allows for continuous matriculation and support from the Doctor of Nursing Project (DNP) Team while the student works on DNP project development and approval, implementation, analysis, or completion.

PSYC - Psychology

PSYC 505 - Introduction to Counseling (3)

This course is intended to introduce students to the professional field of Counseling. The origins, development, and growth of the profession will be highlighted. Topics will include an orientation to the varied roles counselors assume include: career, marriage, family, personal, vocational, pastoral, and personality interventions.

PSYC 507 - Developmental Models of Personal Growth (3)

The major developmental theories of personal development will be examined. An emphasis will be placed on normal growth patterns, accounting for variations that emerge along the developmental spectrum.

PSYC 510 - Techniques of Counseling and Appraisal (3)

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 will be explored.

PSYC 511 - Community, Orga, & Inst Counseling (3)

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.

PSYC 515 - Mindfulness Spirituality and Positive (3)

Students will explore the recent trends of counseling to adapt a more mindful, spiritual, and positive approach when working with individuals. An examination of each of these domains will be undertaken.

PSYC 520 - Psychopathology (3)

An examination of models of normal and deviant behavior will be examined. Preparing to understand intervention strategies will also be explored.

PSYC 521 - Counseling & the Legal System (3)

This course will introduce students to the legal system, including the relationship between law and the mental health system. This course will cover the role of mental health counselors in the legal system and explores topics such as the ethical issues regarding assessment screening, mental health testimony, competency to stand trial, the insanity defense, and child custody disputes. Also, this course will focus on ethical, legal and professional dilemma, and decision-making models to address these dilemmas. The relationships among children and family services, juvenile justice, and correctional services are presented. Multicultural contexts and diversity are central elements in this course.

PSYC 522 - Criminal Behavior (3)

The course will introduce students to major theories of criminal and aggressive behavior, including the historical context of criminal behavior. Behavioral, social learning, cognitive, psychoanalytic, psychodynamic, developmental, biological and sociocultural perspectives are presented. Case examples are used to illustrate these various perspectives. Topics include mental disorders associated with offending, substance abuse and crime, sexual crimes, juvenile delinquency, women and crime, and victim/perpetrator rights.

PSYC 523 - Forensic Assessment (3)

This course will introduce students to the role of the forensic evaluator as well as the forensic assessments that

are typically used by mental health practitioners in the criminal justice system. Students will learn how to administer, score and interpret selected forensic assessment instruments. This includes risk assessment, competency, mental state at the time of offense, psychopathy and malingering. The course will include an introduction to when causes, assessment, classification and treatment of juvenile delinquency. Ethical issues are also addressed.

PSYC 530 - Marital & Family Counseling (3)

The techniques and models of marital and family counseling will be explored. Students will develop a conceptual framework from which to begin to examine the appropriateness of interventions.

PSYC 550 - Theories of Personality and Counseling (3)

The theoretical and practical counseling strategies derived from personality theories will be examined. An emphasis on translating theoretical models into interventions will be examined.

PSYC 555 - Vocational and Career Development (3)

The various models of career development and vocational counseling will be explored. Emphasis on integrating these models into practical interventions will be examined.

PSYC 557 - Professional Issues and Ethics (3)

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 your practice.

PSYC 560 - Counseling Practicum I (3)

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

Prerequisite: Take PSYC-510 PSYC-520 PSY.

PSYC 565 - Groups: Theory and Practice (3)

This course is designed to provide a theoretical understanding of group development, purpose, and dynamics. Through reading and discussion, different approaches to the use of groups will be explored. Issues related to group counseling methods, skills, and leadership styles will be examined. This course will cover a range of groups that are used by mental health counselors.

PSYC 575 - Counseling Internship (3)

Advanced Counseling Internship (I and II) 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.

Prerequisite: Take PSYC-510 PSYC-520 PSY.

PSYC 576 - Counseling Internship II (3)

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. (spring)

Prerequisite: Take PSYC-510 PSYC-520 PSY.

PSYC 577 - Counseling Supervision Intern III (3)

Counseling Internship III 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. Successful completion of the PSYC 575 Internship I is necessary to enroll in Internship III. (spring)

Prerequisite: Take PSYC-510 PSYC-520 PSY.

PSYC 578 - School Internship 1 (3)

The school counseling internship stands as the pinnacle of your professional training, representing both the most challenging and rewarding phase of your journey. This capstone experience serves as the bridge between theoretical learning and real-world application, marking your transition into the field of school counseling. Beyond being a culmination of your training, the internship signals the beginning of your career as a young professional. Throughout this course, you will gain invaluable insights into the practice of school counseling and significant personal growth.

PSYC 579 - Motivational Interview in C (3)

This course will examine the knowledge, skill and application of Motivational Interviewing as a collaborative counseling conversation to assist clients in positive behavior change. This course will have online as well as in-person requirements.

PSYC 580 - Assessment and Treatment Planning (3)

This course familiarizes students with the assessment process, how to interview and use assessment tools in conjunction with the DSMIV to arrive at a diagnosis and treatment plan, and compares standard assessment techniques and process-oriented interviewing. It considers when to make appropriate referrals to ancillary treatment modalities or for medical evaluations. It also weighs both the potential benefits and risks of assigning diagnostic labels to people.

PSYC 581 - School Internship II (3)

School Internship II builds upon the foundational skills acquired in Internship I, providing students with an opportunity to further refine and expand their proficiency in school counseling practices. Through placement in a school setting, students will engage in supervised activities under the guidance of certified school counselors, allowing for practical application of theoretical knowledge and skill integration. This internship offers a platform for students to reinforce existing competencies, develop new skills, and undertake advanced responsibilities reflected in those encountered in the field.

Prerequisite: Take PSYC-578;

PSYC 590 - Research and Evaluation Methods (3)

Students explore various research techniques and then apply that knowledge to an analysis of existing research and to designing and implementing their own research projects. The course includes preparation of a literature review, qualitative and quantitative approaches, triangulation methods, research designs, threats to internal and external validity, sampling techniques, data collection methods, and ethical considerations.

PSYC 591 - Child and Adolescent Counseling (3)

In this course students explore the techniques and interventions for working with children and adolescents.

PSYC 592 - Counseling the Older Adult (3)

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. Attention will be focused on the assessment, diagnosis, treatment and outcome of counseling aging adults.

PSYC 594 - Post-Traumatic Stress Disorder (3)

This course explores the causes and effects of traumatic events, as well as the nature of both traumatic stressors and symptoms, the crisis interventions that may be necessary to initiate a course of treatment, and the various treatment methods found to be effective. Although Post-Traumatic Stress Disorder is typically thought of as trauma experienced as a result of combat, there is increasing recognition that traumatic events may occur at any age, from childhood through advanced adulthood and in many circumstances. The approach in this course will be, not only to obtain a clear understanding of the disorder in all its manifestations, but also thorough exposure to a variety of readings, films, and guest lectures to encounter the various ways in which trauma is experienced, the ways in which intervention is possible, and the multiple modalities for treatment.

PSYC 595 - Addictions Counseling (3)

In this course students explore and identify their own issues related to substance abuse. Students are expected to attend and become acquainted with the 12-step program models for recovery.

PSYC 597 - Multicultural Counseling (3)

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.

PSYC 598 - Intensive Research (3)

The independent study focuses on intensive research design, data collection and statistical analyses. The outcome from this course will include the collection of empirical data and the presentation and publication of the research findings. Students will develop and carry out research protocols developed based on personal interest and the instructor's area of research.

PSYC 599 - Psychopharmacology (3)

This course will examine the fundamentals of drug pharmacology and drug interactions. Lectures will review current psychotropic medication protocols as well as herbal and nutraceutical complements to psychotherapy.

PSYC 611 - Multicultural Series (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.

PSYC 612 - Multicultural Series: Sexual Orientation (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.

PSYC 613 - Multicultural Series: (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 614 - Multicultural Series: Age Physical Learn (1)

This course examines the cultural implications and examines the psychological functioning of diverse populations centered on ageism, intellectual and physical diversity.

PSYC 621 - Health Psychology (3)

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 622 - Apa Ethics & Legal Issues (3)

This provides an in-depth examination of the ethical standards of the APA. In addition an introduction to the laws and scope of practice in New Jersey is reviewed.

PSYC 631 - Organizational Counseling Psychology (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 645 - Development Across the Lifespan (3)

This course explores the scope of human development with an emphasis on cultural and ethnic diversity.

PSYC 651 - Clinical Theories: Cognitive and Behavior (3)

651 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. Clinical interviewing and basic counseling skills are the foundation of the clinical theories course sequence.

PSYC 652 - Clin.Theo.& Int.:Psych. Appr. (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. Clinical interviewing and basic counseling skills are the foundation of the clinical theories course sequence.

PSYC 653 - Clinical Theories- Supervision (2)

Examines the various models of clinical supervision and develops competency to serve as entry level clinical supervisors.

PSYC 654 - Psychopathology: Assessment & Diagnosis (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 661 - Health Care Systems (2)

661 Health Care Systems 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 662 - History & Systems of Counseling Psych. (2)

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 671 - Doctoral Practicum IA (1)

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 672 - Doctoral Practicum IB (1)

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 673 - Doctoral Practicum IIA (1)

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. Clinical interviewing and basic counseling skills are the foundation of the clinical theories course sequence.

PSYC 674 - Doctoral Clinical Practicum (1)

This course centers on supervising the clinical work of students in the field.

PSYC 675 - Doctoral Practicum IIIA (1)

This course centers on supervising the clinical work of students in the field.

PSYC 676 - Doctoral Practicum III B (1)

This course centers on supervising the clinical work of students in the field.

PSYC 678 - Cognitive & Affective Basis of Behavior (3)

Explores the theoretical and practical applications of both affective and cognitive behavior and the implications for treatment.

PSYC 679 - Psychopathology II (3)

Psychopathology II will focus on infant, child, and adolescent psychopathology. Students will engage in a thorough review of the Diagnostic and Statistical Manual 5th Edition along with a complementary text, case studies, and seminal research articles. Students will familiarize themselves with psychopathology, diagnostic criteria, dual diagnosis and co-occurring disorders. Student will become versed with understanding etiological origins of pathology along with understanding the intersection of multiculturalism. Contemporary psychodynamic and cognitive-behavioral theories will also be reviewed as they inform a better understanding of the etiology and treatment of these disorders. Students will also gain skills in clinical and diagnostic interviewing with the family.

PSYC 680 - Special Topics: (0)

Special Topics:

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 intergroup relations. The emphasis is on recent empirical and theoretical developments. Special attention will be given to evolutionary treatments of biopsychosocial phenomena.

PSYC 694 - Management of Profes Practices (1)

Provides the business fundamentals necessary to develop and succeed in a clinical practice.

PSYC 701 - Behavioral Neuroscience (3)

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 710 - Applied Biostatistics (3)

Applied Biostatistics

PSYC 711 - Learning and Cognition (3)

711 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 722 - Cognitive Assessment (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 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 724 - Neuropsychological Assess (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 733 - Research Design (3)

Offers the foundational model for research using models to develop empirical studies.

PSYC 734 - Quantitative Research Design (3)

Course Description: This course will introduce you to the process of conceptualizing and designing a research project. Over the semester, we will examine concepts and develop skills that you will need to write a research proposal. We will cover a range of interrelated topics: developing a research question, performing literature reviews, ethical issues in research, and issues related to quantitative methodology, design, and measurement. In addition, there will be introductory coverage of a number of quantitative analytic techniques that are commonly used in psychological science in several classes. Throughout this course there will be several opportunities to discuss your research process, to help you develop ideas and to bring issues to the class for problem-solving. Finally, course assignments will facilitate the development of your research design, scientific writing, and oral presentation skills.

PSYC 743 - Statistics for Psychologists (3)

As consumers of empirical research students will develop the capacity to understand and analyze research.

PSYC 749 - Research Advisement (0)

Research Advisement

PSYC 750 - Research Advisement (0)

This is a zero-credit course that is meant to provide guidance and structure to the research process. Students will use this time to work through areas of interest and formulate a research topic. Student participation and feedback is an integral part of the course. Students are

expected to present at least twice a week to their peers and that the group will serve as a forum for scholarly inquiry and development. Students will also work with the instructor to set realistic goals, manage expectations, and organize the workload so that they may be productive and timely in completing their dissertation. Students will gain access to various resources on campus; library, IRB committee, and learn more about how to effectively utilize these services.

PSYC 751 - Research Advisement (0)

This is a zero-credit course that is meant to provide guidance and structure to the research process. Students will use this time to work through areas of interest and formulate a research topic. Students are expected to present at least twice a week to their peers and that the group will serve as a forum for scholarly inquiry and development. Students will also work with the instructor to set realistic goals, manage expectations, and organize the workload so that they may be productive and timely in completing their dissertation. Students will gain access to various resources on campus; library, IRB committee, and learn more about how to effectively utilize these services. At the conclusion of the class students are expected to present a preliminary proposal document that defines a research question, has support from the evidence based theoretical papers, and lists the hypotheses of the proposed dissertation.

Prerequisite: Take PSYC-750;.

PSYC 752 - Dissertation (0)

This is a zero-credit course that is meant to provide guidance and structure to the research process. Students will use this time to work through and further develop their dissertation proposal. Participation and feedback are an integral part of this course. Students will also work with the instructor to set realistic goals, manage expectations, and organize the workload so that they may be productive and timely in completing their dissertation. Students will develop their application to the IRB and a document nearly ready for a proposal hearing.

Prerequisite: Take PSYC-751;.

PSYC 753 - Dissertation Advisement a (0)

This course deals with the theoretical and practical aspects of designing dissertation research and successfully defending the design in a proposal hearing. The course's purpose is to complete the dissertation proposal and select a faculty chair who will continue to work individually with the students. Additional Dissertation Advisement courses (PSYC 754, 755, and 756) will be required throughout the

dissertation advisement and considered 0 credit courses.

Prerequisite: Take PSYC-752;

PSYC 754 - Dissertation Advisement (0)

This course deals with the theoretical and practical aspects of designing dissertation research and successfully defending the design in a proposal hearing. The course's purpose is to help 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

Prerequisite: Take PSYC-753;

PSYC 755 - Dissertation Advisement (0)

Students will have solidified the design of their study. Students will present twice this semester and receive invaluable feedback from the class. They will first present to discuss the study's design and the second to identify the different components of the literature review. Students will learn how to organize the content and will develop strategies. The semester will also focus on planning for IRB approval and creating a timeline for dissertation proposal.

Prerequisite: Take PSYC-754;

PSYC 756 - Dissertation Advisement (0)

This course deals with the completion of the dissertation. Students are expected to recruit a chair for their dissertation and oral defense of the dissertation. This course deals with the theoretical and practical aspects of designing dissertation research and successfully defending the design in a proposal hearing and eventually the oral defense of the dissertation. The course's purpose is to help 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 considered 0 credit courses.

Prerequisite: Take PSYC-755;

PSYC 757 - Psychometrics (3)

As consumers of empirical research students will develop the capacity to understand and analyze research.

PSYC 800 - Comprehensive Examination (0)

The purpose of the written case conceptualization is to evaluate whether the student can integrate discipline specific knowledge (developmental, biological, cognitive, social, affective) with PWCs clinical skills (diversity, assessment/diagnosis, intervention, ethical/professional decision making). Students will submit a de-identified case that the student has treated. Paper will be a maximum length of 15 pages of text (double spaced) with accompanying references. Client chosen should be from the second-year externship. Assessment only cases will not be allowed for this portion of the comprehensive exam.

PSYC 804 - Wellness Health an Prevention (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 805 - Pre-Doctoral Practicum Apa Internship (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. 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.

QUAN - Quantitative Analysis

QUAN 571 - Statistical Analysis for Busin (3)

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

QUAN 572 - Quantative Analysis (3)

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.

REGIS - Regis

REGIS 500 - Pending Regis Approval (3)

Pending Regis Approval

REG - Registration

REG 600 - Grad Half Time (2)

Place holder for 1/2 time status

RELS - Religious Studies

RELS 501 - Beginners Guide to Religious Studies (3)

Critical theological issues such as faith, creation, redemption, resurrection, sin, grace, eschatology and the doctrine of God will be examined in the light of the Catechism of the Catholic Church and other Church documents. Approaches to teaching these foundational tenants of the faith will be investigated.

RELS 502 - The Catholic Church: Then & Now (3)

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 503 - Discovering Sacred Texts (3)

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 - Morality Across Religions (3)

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 505 - Liberation Theo. & Social Just (3)

This course will examine the theme of social wisdom in the Church – arising from biblical insights, Church writings and various philosophies, and recent experiences of the People of God animating their faith in justice. Principles of Catholic Social Teaching and their application to contemporary issues will be analyzed. Students will be challenged to think globally but to act locally via the application of Catholic Social Teaching within the local church and parochial structures.

RELS 511 - Thinking & Doing Religious Education (3)

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 512 - Ecumenism & Inter-Religious Dialogue (3)

This course will explore the history, nature, theological and scriptural foundations of spirituality though 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 513 - Ministering on Social Media (3)

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 requires MARE courses or permission of the Executive Director of MARE.

RELS 520 - Spirituality & Pastoral Care (3)

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 522 - Organizational & Theological Ethics (3)

This course will explore the organizational and theological decision-making tools and principles for leadership in personal and organizational contexts. The first half of the course will examine personal theological development and decision-making focusing on the personal character of the leader and their ability to make decisions and take actions. The second half of the course will explore a variety of moral dilemmas that exist in organizations and societies. The course will explore such moral dilemmas and how they might be addressed through critical analysis and application of theological and ethical principles.

RELS 530 - Leadership in Religious Studies (3)

Recognizing specific competencies for lay ministry, the document, *Co-Workers in the Vineyard 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 education 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 531 - Diversity & Servant Leadership (3)

This course will explore diversity and its connection to developing into a servant leader. The first half of the course will explore ways in which racial, ethnic, gender, and class identities are socially constructed in the United States and implications of this for an organization. The

course will explore intercultural communication as a tool for bridging differences and learning about identities, practices, and cultures. The second half of the course will examine principles and practice of servant-leadership. Servant-leadership is explored with an emphasis on reviewing the original writings, and on conceptualizing and articulating the philosophy through a clarification of what it is, and why servant-leadership is relevant in a diverse world.

RELS 532 - Encountering Hate & Negotiating Conflict (3)

This course will provide an overview of hate studies and conflict resolution. The first half of the course will help students identify important theological concepts involved in hate studies. The second half of the course will use real-life situations and case studies that will help students practice skills and strategies for dialogue, decision-making, and ultimately negotiating conflict for transformational leadership.

RELS 540 - Internship (3)

This course is designed for students intending to pursue doctoral studies. The integrated project or thesis provides an opportunity for the student to integrate theological research and religious education/faith formation studies with ministerial activities and/or concerns. A declaration must be made, in consultation with the program administrator, upon the completion of 24 credits.

Index

