FELICIAN UNIVERSITY
The Franciscan University of New Jersey

2024-2025

Graduate Catalog

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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.

General Information

Academic Calendar

Traditional Fall 2024	
Fall Semester Begins	Monday, August 26, 2024
Last Day to Drop/Add	Tuesday, September 3, 2024
Labor Day (University closed)	Monday, September 2, 2024
Advising begins for Winter, Spring & Summer 2025	Monday, September 30, 2024
Midterm Exams	Monday, October 14 - Saturday, October 19, 2024
Registration begins for Winter, Spring & Summer 2025	Monday, October 21, 2024
Election Day (University Closed)	Tuesday, November 5, 2024
Last day to Withdraw (WD)	Friday, November 15, 2024
Thanksgiving Break (University closed)	Wednesday, November 27 – Sunday, December 1, 2024
Final Exams	Monday, December 9 – Saturday, December 14, 2024
All Grades Due	Tuesday, December 17, 2024

Grades Released to Students	Wednesday, December 18, 2024

Winter 2025	
Winter Semester Begins	Wednesday, December 18, 2024
Last Day to Withdraw (WD)	Thursday, January 2, 2025
Winter Semester Ends	Tuesday, January 7, 2025

Traditional Spring 2025	
Spring Semester Begins	Monday, January 13, 2025
Martin Luther King Day (University closed)	Monday, January 20, 2025
Last Day to Drop/Add	Monday, January 20, 2025
Presidents' Day (University closed)	Monday, February 17, 2025
Advising Begins for Fall	Monday, February 24, 2025
Spring Break	Monday, March 3, 2025 – Sunday, March 9, 2025
Midterm Exams	Monday, March 10 – Saturday, March 15, 2025
Registration Begins for Fall	Monday, March 17, 2025
Last day to Withdraw (WD)	Thursday, April 10, 2025
Easter Break	Thursday, April 17 – Sunday, April 20, 2025
Final Exams	Monday, May 5, 2025 – Saturday, May 10, 2025
All Grades Due	Tuesday, May 13, 2025
Grades Released to Students	Wednesday, May 14, 2025
Commencement	TBD

Summer 2025 (All summer courses are offered in a 6-week format)	
Summer I	Monday, May 19 – Sunday, June 29, 2025
Memorial Day (University closed)	Monday, May 26, 2025
Juneteenth (University closed)	Thursday, June 19, 2025
Summer II	Monday, June 30 – Sunday, August 10, 2025
Independence Day (University closed)	Friday, July 4, 2025

8–Week Calendar

Fall 2024 (8-Week)	
Start of Fall I	Monday, August 26, 2024
End of Fall I	Sunday, October 20, 2024
Start of Fall II	Monday, October 21, 2024
End of Fall II	Sunday, December 15, 2024
Spring 2025 (8-Week)	
Start of Spring I	Monday, January 13, 2025
End of Spring I	Sunday, March 16, 2025
Start of Spring II	Monday, March 17, 2025
End of Spring II	Sunday, May 11, 2025

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

The above calendar applies to the traditional 16-week fall and spring semesters. Students enrolled non-traditional programs should seek scheduling information from their program director.

University Directory
Administrative Offices
Office of the President
Dr. Mildred A. Mihlon, President

Stephanie Cachez, Executive Assistant to the President and Secretary to the Board of Trustees

Janet Centanni, Administrative Assistant to the President

Student Affairs
Janel Owens, Vice President of Student Affairs and Dean of Students, Rutherford Campus, Student Union, Main Floor, (201) 559-3565

Academic Affairs
Dr. Michael Markowitz, VP of Academic Affairs
Lodi Campus – Albin Obal Hall (1st floor)
(201) 559-6096

Enrollment Management & Marketing
Priscilla Klymenko, Vice President of Enrollment Management and Marketing, Rutherford Campus – Iviswold Castle (201) 355-1473

Cynthia Montalvo, Assistant Vice President of Enrollment Management - 201-559-6036

Tiffany Hartwig, Executive Director of Enrollment Management Operations - 201-559-3530

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

Brianna Grausso, Director of Transfer and Adult Admissions 201-355-1445

Olga Velasquez, Director of Graduate Admissions and ABSN Enrollment 201-355-1449

Alumni Office
Rutherford Campus – Iviswold Castle
(201) 355-1427

Athletic Office
Department of Athletics, (201) 559-3333
Student Center (Rutherford Campus) – Lower Level

Center for Career and Academic Success
Blessed Mary Angela:

- Dr. Jeffery Blanchard, Dean of Student Success, Retention, and Assessment
- Dr. Sharon Towler, Associate Dean of Academic Achievement & Performance
- Barbara Rosatelli, Associate Dean of Advising & Success Initiatives
- Geraldine Perret, Assistant Dean of Career & Experiential Learning
- Pam Garvey – Academic Advisor, Career Path
- TBD – Academic Advisor, Career Path
- Dinelia Garland – EOF Director
- Carolyn Leonardi – EOF Counselor
- Kelly Fronte – EOF Administrative Assistant

Albin Obal Hall - First Floor:

- Phlaine Toliao – Academic Advisor, Career Path

- Annette Rycharski – Academic Advisor, Career Path
- Caitlin Baard – Title V Navigator Manager
- Elizabeth Burke – Title V Project Manager
- Michelle Markowicz – Career Advisor

Computer Labs

Labs available at Lodi and Rutherford (weekdays & weekends) – hours posted each semester

Community Rights and Responsibilities

Dr. Simone Taylor
Rutherford Campus – Student Union Main Floor, (201) 559-3082

Counseling and Wellness Center

Kathy Murray, MSW, LCSW-Director
murrayk@felician.edu , 201-559-3529
Colleen Mulligan-Moran, BSN-RN- Assistant Director
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Christine Panepinto, MA, CAGS, LAC- Counselor,
panepintoc@felician.edu, 201-559-3587
Lisa Peña- Administrative Assistant,
counselingcenter@felician.edu 201-559-3337

Educational Opportunity Fund

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

Facilities Services

Lodi and Rutherford Campuses

Lodi Campus – near mailroom in AOH (201) 559-6099

Office of Student Financial Services

Cynthia Montalvo, Assistant Vice President of Enrollment Management
Lodi Campus – Albin Obal Hall (1st floor)
Office of Financial Aid (201) 559-6010
Office of Student Accounts (201) 559-6045

Global Academic Initiatives

The Center for Global Academic Initiatives and United Nations NGO Representative

Rutherford Campus – Blessed Mary Angela (BMA) 201-559-1470

Honor Council

Rutherford Campus

Human Resources

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

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

Roxana Hayda, Assistant Director of Human Resources and Employee Relations
Lodi Campus - Albin Obal Hall (first floor) (201) 559-6107

Angela Miaoulis, Manager of Onboarding and Training
Lodi Campus - Alban Obal Hall (first floor) (201) 559-6048

Student Information Systems

Craig Savino - Director of Information Systems, Office Phone: 201-559-6123
Cynthia Vincenti - Assistant Director of Information Systems, Office Phone: 201-559-1920,
Derek Bioh - Systems Analyst, Office Phone: 201-559-3038

Lodi Campus – Albin Obal Hall (ground floor) (201) 559-6058

Information Technology

Chris Finch, Assistant Vice President for Information Technology
Lodi Campus – Albin Obal Hall (2nd floor) (201) 559-6084
Help Desk, Lodi Campus – Albin Obal Hall (ground floor), (201) 554-0240

Institutional Communications Office

Maura DeNicola, Vice President for External Relations and Communications
Rutherford Campus – Iviswold Castle (201) 355-1433

University Advancement

Rutherford Campus - Iviswold Castle, (201) 355-1464

Institutional Research

Albin Obal Hall (ground floor) (201) 559-6152

Center for Academic Technology

Dr. Deanna Valente, DBA, Dean for the Center for Academic Technology
Education Commons, Rutherford Campus (201) 559-3191

Rebecca DeVita, MBA, Associate Dean for the Center of Academic Technology
Education Commons, Rutherford Campus (201) 559-3195

Jaclyn Moreno, MBA, Director for the Center of Academic Technology Education Commons, Rutherford Campus (201) 559-3514

Joseph Russo, MA, LMS Coordinator for the Center of Academic Technology Education Commons, Rutherford Campus (201) 559-3313

Library Services

Felician University Library, Lodi Campus. library@felician.edu, (201) 559-6071, https://felician.libguides.com/libraries

Jodi Shelly, MLIS, MBA, Director of Library Services, Felician University Library, (201) 559-6070

Kaitlyn Clohosey, MSLIS, Assistant Director of Library Services, Felician University Library, (201) 559-6026

Jennifer Correia, Technical Services and Electronic Resources Manager, Felician University Library, (201) 559-6132

Research and Instruction Librarian (TBD), Felician University Library. (201) 559-3063

Maria Spina, B.A., Library Manager, Felician University Library, (201) 559-6133

Mission Integration

Fr. Thomas H. Franks, OFM Cap., M.S., MDiv., STL.
Vice President for Mission Integration
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Blessed Mary Angela Institute

Director of the Blessed Mary Angela Institute
Mara Zukowski, Ph.D.
ZukowskiM@felician.edu

Campus Ministry

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, PhD
Albin Obal Hall-Lower Level-Lodi Campus
(201)559-6156 OneillJ@felician.edu

University Chaplain
Reverend Thomas Ruekert, SDB

Barbara J. Toscano Nursing Resource and Simulation Center

Mary Clare Smith, Director, Barbara J. Toscano Nursing Resource and Simulation Center

Rutherford Campus, Education Commons (3rd floor), (201) 559-3517

Office of International Programs

Rutherford Campus – Blessed Mary Angela Hall
(201) 559-3518
OIP@felician.edu

Payroll

Aimee Gonzalez, Payroll Manager and HRIS Systems
Lodi Campus Albin Obal Hall (ground floor)
(201) 559-6175
(201) 559-6199 (fax)

Registrar

Erminda Velez-Quinones, Director of Registration & Records
Lodi Campus – Albin Obal Hall (1st floor)
(201) 559-6043

Residence Life – Rutherford Campus

Romario Dacosta, Associate Director Housing Operations
Katiuzca Loaiza , Associate Director, Residential and

Development
Rutherford Campus – Elliott Terrace, Lower Level
(201) 559-3506

School of Arts & Sciences

Sr. Honorata Grzeszczuk, Acting Dean of the School of Arts and Sciences and Associate Dean of Mathematics and Natural Sciences
Lodi Campus – Kirby Hall 201 (201) 559-6166

Jennifer Ulman, Administrative Assistant, Kirby Hall 202 (201) 559-6166

Dr. Sasha Sinkowsky, Associate Dean of Social & Behavioral Sciences
Lodi Campus – Kirby Hall 415 (201) 559-6166

Dr. Lavina Sequeira, Associate Dean of Humanities
Lodi Campus – Kirby Hall 408 (201) 559-6012

Dr. Daniel Mahoney, Director of Graduate Counseling Psychology
Lodi Campus – Kirby Hall 105 (201) 559-6161

> Dr. Robert Doyle, Director of MA in Religious Studies
> Lodi Campus - Kirby Hall 413,
> 201-559-6146

School of Business and Information Sciences

Dr. Marilú Marcillo, Dean of the School of Business and Information Sciences
Rutherford Campus- Martin Hall 104, (201) 559-3326

Dr. Anthony Scardino, Associate Dean of the School of Business and Information Sciences
Rutherford Campus- Martin Hall 105, (201) 559-3583

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

School of Education

Dr. Brian Conners, Dean of the School of Education
Rutherford Campus - Sammartino Hall Rm. 15
(201) 559-3629

Lauren Eakin, Director of Internships and Assessment & Certification Officer
School of Education
Rutherford Campus - Sammartino Hall Rm. 13
(201) 559-3544

School of Nursing and Health Sciences

Dr. Christine C. Mihal, Dean of the School of Nursing and Health Sciences
Lodi Campus – Albin Obal Hall (1st floor)
(201) 559-6074

Dr. Elizabeth Van Dyk, Associate Dean, Department of Graduate Nursing
Lodi Campus – Albin Obal Hall (2nd floor)
(201) 559-6140

Dr. Patricia Munno, Associate Dean, Department of Prelicensure Nursing
Lodi Campus – Albin Obal Hall (2nd floor)
201-559-6104

Dr. Erin Vitale- Hybrid ABSN Program, Parsippany

Jennifer Kostic, Associate Dean of Strategic Planning & Student Success, Department of Prelicensure Nursing Lodi Campus-Albin Obal Hall (2nd floor)
201-559-6090

Mary Clare Smith, Director, Barbara J. Toscano Nursing Resource and Simulation Center
Rutherford Campus – Education Commons (3rd floor)
(201) 559-3517

Student Development and Engagement

Shakira Adams, Rutherford Campus – Student Union Building, 2nd floor

Security Office

Rutherford Campus, 201-559-3561
Director - James Hosie

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

Web Site: http://www.felician.edu

Accreditation and Approvals

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

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)

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 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.

American Association of Colleges of Nursing (AACN)
655 K Street, NW, Suite 750
Washington, DC 20001
Phone: 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 accredited by:

The New Jersey State Board of Nursing
124 Halsey Street
Newark, New Jersey 07102
(973) 504-6430
FAX (973) 504-6302

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

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 Organization of Nurse Executives
- New Jersey Psychological Association (NJPA)
- New Jersey State Nurses Association
- New Jersey/New York Association of Collegiate Registrars and Admissions Officers
- Northeast Regional National Collegiate Honor Council
- Online Computer Library Center (OCLC)
- Psi Chi, The International Honor Society in Psychology
- Service Members Opportunity College
- Sigma Beta Delta
- Sigma Theta Tau International Nursing Honor Society
- Society for College and University Planners (SCUP)
- Student Veterans of America
- Theta Alpha Kappa, National Honor Society for Religious Studies and Theology
- United Nations Non-Governmental Organizations
- Virtual Academic Library Environment (VALE)

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 an Honors program and Weekend Classes degree programs in Business Administration, Psychology, and Social Sciences.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The introduction in the spring of 1998 of Distance Learning Courses (also made available through the

New Jersey Virtual University) began offering students an alternative approach to selected classroom courses. In 2001, the College offered its first online Master's degree in Religious Education.

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

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

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

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

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

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

The Felician College Archives was begun in 2000.

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

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

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

The New Jersey Commission on Higher Education approved (fall 2001) the B.A. degree in Mathematics with P-12 Certification, the B.A. degree in Early

Childhood Education and, in cooperation with the University of Medicine and Dentistry of New Jersey, a collaborative program leading to the Ph.D. in Physical Therapy.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The position of Associate Dean was created in 2005.

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

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

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

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

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

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

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

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

In the fall of 2006, the 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 and 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 it 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 (pending).

In the spring of 2013 grant funding had been obtained, and plans finalized, for the transformation of the building on the Rutherford Campus formerly known as Messler Library into an Education

Commons, which 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-SHRP were transferred to Rutgers-SHRP.

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

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

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

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

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

Vision Statement

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

Mission Statement

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

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

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

Felician University Learning Outcomes

Graduates of Felician University will:

1. Synthesize the Catholic-Franciscan spiritual and intellectual traditions as a foundation to the advancement of a just and peaceful society, and a sustainable global environment.

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

Campus Facilities
Lodi Campus

Felician University's Lodi campus is located on 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). 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

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

The specific information provided is to insure compliance with:

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

The website on which consumer information resides is below:

- Campus Safety - Felician University of New Jersey

Admissions Information

Adult and Graduate Admission Information

Applications for admission to Felician University's Graduate programs are considered on a rolling basis. Once a complete application for admission has been received, including all required support documentation, the applicant is notified by letter of an admission decision at the time of that decision, generally between 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

1. A completed application for admission with a non-refundable $40.00 application fee.
2. Official transcripts from ALL previously attended post-secondary institutions.
3. (For some programs) Letters of Recommendation.

4. (For some programs) A copy of current professional license.
5. A Personal Statement, Interview and/or Résumé may be requested.
6. (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).

Transfer Graduate 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:

1. 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.

2. Felician University Health Forms must be completed and returned. This requirement may be waived for certain programs. Please review your acceptance letter for further instruction.
3. If planning 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.

Financial Aid

Felician University is aware that it is increasingly difficult for students to meet the cost of higher education; in response, the financial aid office has a comprehensive program of awards to offset cost for eligible students. Students utilizing the financial aid programs at Felician University are required to pay all term bill charges not covered by financial assistance. Students must show proof of payment in full using personal payments or with the University

payment plan by the published due date. Students may contact the Office of Financial Aid for more information pertaining to financial aid assistance.

1098–T Tax Forms

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

Form 1098-T will be available in the Financial Information section 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

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 in order for students to be eligible to check-in to the University's Residence Halls. Board may not be waived for any student. If the student chooses to withdraw from housing, they must contact the Residence Life Department and fill out the necessary forms for the withdrawal to be valid. Room and Board refunds will be calculated according to the date the withdrawal form is received by the Residence Life Department, not by the last date of residency. Refund percentages will be calculated using the same formula/dates as tuition and fees. If a student withdraws from housing or is terminated, and has used their meal card, they will be held responsible for any meal monies used. If students have a delinquent account balance, they will be notified by the 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. All grades, transcripts, and diplomas will be withheld until the student has satisfied their balance in full and all funds have cleared.

Withdrawal Refund Policy

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

Fall 2024

Last Day for 100% Refund (Drop/Add Period)	September 2, 2024
Last Day for 75% Refund	September 9, 2024
Last Day for 50% Refund	September 16, 2024
Last Day for 25% Refund	September 23, 2024
Withdrawal on or after September 24, 2024 is 0% Refund	

Winter 2025

Last Day for 100% Refund (Drop/Add Period)	December 18, 2024

Withdrawal on or after December 19, 2024 is 0% Refund

Spring 2025

Last Day for 100% Refund (Drop/Add Period)	January 20, 2025
Last Day for 75% Refund	January 27, 2025
Last Day for 50% Refund	February 3, 2025
Last Day for 25% Refund	February 10, 2025
Withdrawal on or after February 11, 2025 is 0% Refund	

Summer I – 2025

Last Day for 100% Refund (Drop/Add Period)	May 19, 2025
Last Day for 75% Refund	May 20, 2025

Withdrawal on or after May 20, 2025 is 0% Refund

Summer II – 2025

Last Day for 100% Refund (Drop/Add Period)	June 30, 2025
Last Day for 75% Refund	July 1, 2025

Withdrawal on or after July 1 25, 2025 is 0% Refund

Non–Traditional Refund Policy

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

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

Challenge Examinations

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

Tuition Discounts
Family Discounts

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

- The family member must be a spouse, sibling, or dependent child.
- Both family members must reside at the same address.
- Both family members must be full-time Traditional Undergraduate students in matriculated programs.

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

Teachers at a Catholic School Discount

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

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

EdAssist Discount

Felician University offers a 30% discount to those who meet the following criteria:

- Employed full-time at a participating employer.
- Employment must be verified every year.

- Enrolled at least half-time.
- Eligible for tuition only.
- Cannot be combined with other discounts.
- The discount received by the student will be deducted from the cost of attendance, and will be calculated into the individual's financial aid package.
- If a student drops/withdraws from a course, the discount will be prorated based on the percentages and dates defined in the University's Withdrawal Refund Policy.

For all tuition discounts, the discount will not apply to programs that are already discounted.

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

Financial Information

Tuition and Fees: 2024–2025 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.

Undergraduate Tuition	Per Credit (unless otherwise noted)
Undergraduate Full Time (12 to 18 credits)	$18,275.00 flat rate
Undergraduate Part time (less than 12 credits)	$1,215.00
Associate and Select Bachelors Completion Program for Adult Learners	$550.00
Graduate Tuition	
Masters of Science in Nursing	$1,187
Master of Business Administration	$1,190
Online Master of Business Administration-Executive Leadership	$520
Master of Science in Health Care Admin.	$1,190
Master of Arts in Religious Studies	$350
Master of Science in Computer Science	$1,190
Online Master of Business Administration	$520

Doctor of Business Administration	$1,066
Master of Counselling Psychology	$925
Doctorate in Counselling Psychology	$1,160
Education Programs	$725
Graduate Certification Programs	$299
Master in Data Science	$795
Online Masters in Computer Science	$725
Certificate Tuition *	
Certificate Tuition	$299
Non-Matriculated*	
Project Forward (Lodi, Paterson, Queen Of Peace)	$75
DUAL Enrollment	$60
Jumpstart (Incoming Freshman, transfer students)	$75
Non-Matriculated TUG	$1,175
Non-Matriculated AUG	$550
Non- Matriculated GRAD	
Audit Tuition	
Undergraduate	1/3 of the course tuition
Graduate	1/2 of the course tuition
Mandatory Fees	
Comprehensive Fees Full Time	$1,050
Comprehensive Fees Part Time/Graduate	$340
Mandatory Fee Full Time	$325
Mandatory Fee Part Time	$210
Mandatory Fee No Comp Fee	$62
Housing and Food	
Room & Board (Super Single)	$11,625
Room & Board (Single)	$9,438
Room & Board (Double)	$7,370
Room & Board (Triple)	$6,585
Course Fees	
Art Studio Fee	$210
Art Special Fee (Art 362)	$350
Graphic Arts Lab	$345
Music Course Fee	$365

Music Lesson Fee	$305
Computer Science Lab	$345
MBA Fee	$255
All Lab Science Course Fees	$395
ED 100-200-300-304-400	$145
ED 404	$365
Nursing Clinical Lab UG Course	1170 per course
Nursing Clinical Lab GR Course	1200 per course
DUAL Program Instructor Fee	$70
Other Fees	
Challenge Examinations (Per Credit Testing Fee)	$25
Challenge Examinations (Credits)	1/3 of the course tuition
Transcript Fee	$10 plus processing fee
Late Tuition Payment Fee	Up to $200
Graduate Nursing Doctoral Project Fees (NURS 800, NURS 810, NURS 815, NURS 820)	$535
Graduation Fee	$150
Orientation Fee	$125
Late Tuition Payment Fee	Up to $200 per semester
Non-Refundable Application Fee	$ 30.00 - TUG $ 40.00 - Adult UG, Grad
Enrollment Deposit	$ 150.00
ABSN Enrollment Deposit	$ 350.00
Non-Refundable Housing Deposit	$ 100.00
ID Replacement Card	$ 25.00

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

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

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

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 www.studentloans.gov. The maximum loan limits for each 12 month period of enrollment are as follows:

Graduate Students (per year) - $20,500

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

Post–9/11 GI Bill:™

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

Yellow Ribbon Program:

The Yellow Ribbon GI Educational Enhancement Program is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. Felician University participates in the Yellow Ribbon Program which allows institutions to enter into an agreement with the VA to fund tuition expenses that exceed the

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

Other Veterans' Benefits:

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

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 visa, a J-1 or J-2 exchange visitor visa, or a G-series visa (pertaining to international organizations) are, by definition, in this country on a temporary basis and are not eligible to receive federal or state student aid. Documentation of permanent residency status may be required prior to the awarding of financial aid.
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. The total amount of grants/scholarship which has been specifically designated for tuition assistance may not exceed the cost of tuition.
7. 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.
8. 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

1. 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.
2. 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.
3. 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:

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

- **If the student officially withdraws (with proper notification):** The withdrawal date is the date Felician determines the student either began the withdrawal process, or the date the student provided official notification to Felician, in writing or orally, of his or her intent to withdraw.
- **If the student unofficially withdraws (ceases attendance without proper notification):** The withdrawal date is the date Felician documents as the student's last date of attendance at an approved academic related activity. If attendance cannot be determined in all courses, 100% of the federal aid must be returned.

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

Student's Rights and Responsibilities

You have the right to:

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

You have the responsibility to:

1. advise the Financial Aid Office whenever you change your enrollment (e.g. from full-time to less than full-time) or housing status.
2. advise the Financial Aid Office of any additional aid received which is not indicated on your Financial Aid Award Notice.
3. inform the Financial Aid Office if you 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.
4. provide the Financial Aid Office with all verification materials requested.
5. meet your financial obligations to the University.
6. know and comply with the rules governing all financial aid you receive.
7. read and understand all materials sent by the Financial Aid Office.
8. accept responsibility for all agreements signed by you and keep copies of all materials for your records.

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

Official Withdrawal and Leave of Absence

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.

If you are considering a leave of absence or withdrawal, please contact the University's Retention Specialist immediately to discuss your situation. The specialist can review options, implications, and alternatives; we can also advise you on appropriate next steps if your decision to arrange a leave or withdrawal is final. Next steps vary from student to student, depending on individual circumstances, therefore a conversation with the Retention Specialist is important. We can be reached email at LOA@felician.edu

The University is committed to approving requests for leaves 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 withdrawal date** is the date the student began the Leave of Absence.

Procedures:

1. The student should discuss a leave of absence with his or her Academic Advisor and the Retention Specialist.
2. The student must complete a "Leave of Absence Form" and any other forms required by his or her academic program, department, or school, and provide supporting documentation.
3. The notation "Leave of Absence" will be entered on the student's transcript.

See Treatment of Financial Aid When a Student Withdraws

Withdrawal Process
Official Withdrawal

An Official Withdrawal is when you withdraw from ALL your classes and from the University. An Official Withdrawal is granted to a matriculated student in good standing. An application must be completed and signed by the student during the mandatory exit interview with the University's Retention Specialist from Enrollment Management. 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.

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 fill out all necessary withdrawal forms for forwarding to the Registrar's Office to be processed. The date the withdrawal is processed will determine the tuition refund percentage.

The policy is as follows:

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

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:

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

All withdrawal requests for 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.

Academic Policies and Procedures

Classification of Students

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

Matriculated students are enrolled in one of the following degree programs: Master of Arts in Education, Religious Studies or Counseling Psychology; PsyD in Counseling Psychology; Master of Science in Computer Science; Doctor of Nursing Practice; Master of Science in Nursing; Master in Business Administration, Doctor of Business Administration.

A non-matriculated student is defined as any student who has not formally been accepted through the Admission office. A student may not attempt more than 12 credits as a non-matriculated student. (This does not pertain to a student who is enrolled in some certificate programs or in the 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 upon matriculation and may also complete requirements for certificates in Nursing, Education, Innovation Management, Corporate Entrepreneurship, or Accounting.

Code of Conduct

Students at Felician University are governed by the regulations and provisions printed in the current catalog and student handbook, as well as those regulations promulgated during the course of the academic year. The University expects every student to uphold the highest standards of conduct and reserves the right at any time to suspend or dismiss a student whose conduct is unethical, inappropriate, or in violation of University policy. All students are governed by the policies and procedures of a University-wide Honor Code policy.

Felician University Honor Code

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

The community presumes that the personal integrity of all its members is sufficient assurance that students do their own work without unauthorized help from any other source and that faculty, staff, 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 not 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/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.

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

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

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

Copyright

Courses offered online comprise and contain copyrighted materials. All course material is the exclusive property of Felician University. The course delivery system is the property of Brightspace.com, Inc. The Brightspace website is provided solely for the use of students and prospective students of Felician University. No one may distribute, publish, or use the materials, audio files, images or design, or any part of the materials, audio files, images, or design of the website whatsoever. Users are only

authorized to view, copy, and print documents contained within the website, subject to the agreement that:

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

Conferring of Degrees
Graduation

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

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

Grades, Grading Policy, and Academic Standing
Grading System

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

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

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

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	Number of Credits Required per Term to Remain Full-Time	Total Credits per Academic Year Required to Remain Full-Time
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 contact the Office of the Registrar at (201) 559-6043 or Registrar@felician.edu. The Registrar's Office will notify students' instructors.

Academic Probation, Dismissal, and Suspension

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

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

1. Be interviewed by the Dean of the School for which the student wishes to enroll to ascertain that he/she meets the admission standards for that program;

2. Complete the application for re-admission.

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

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

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

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

Cancellation of Courses

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 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

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.

1. 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.
2. 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 using the forms obtainable in the Office of the Registrar) may receive the grade of "FA" and/or unofficial withdrawal .
- Non-matriculated students enrolled in one or more courses wishing to withdraw from a course must complete (and have processed) a drop/add form.
- Matriculated students enrolled in only one course who wish to withdraw from that course must also process Official Withdrawal or Leave of Absence forms.

In–House Credits

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

Change of Major

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

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

Leave Of Absence

The University grants a Leave of Absence for up 180 days to a matriculated student in good standing. A readmission form is available from an Admission representative in the Office of the Registrar on the Lodi Campus during the mandatory exit interview. The signature of the Registrar or his/her representative and the signature of the Financial Aid Director or his/her representative indicates approval of the Leave of Absence, which becomes effective on the date the signatures are obtained.

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

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

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

Return of Funds Policies and Procedures

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

Official Withdrawal

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

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

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

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

Unofficial Withdrawal

1. Matriculated students who are denied a Leave of Absence and do not file an Official Withdrawal application are considered unofficially withdrawn.

2. Matriculated students who leave the University and do not file an Official Withdrawal application are considered unofficially withdrawn.
3. Matriculated students who fail to register for consecutive semesters are considered unofficially withdrawn.

Cohort Withdrawal Policy

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

The new policy is as follows:

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

Standards of Academic Progress (SAP)

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

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

Graduate SAP Policy

A student pursuing a degree or certificate at the Master's level must meet the minimum requirements for their program as described in the program section of this catalog. Graduate students seeking a degree or certificate are expected to complete coursework and attain a Cumulative Grade Point Average (CGPA) based on the chart below to remain eligible for any form of financial aid:

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

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

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

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

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

Appeal Process

- Students must submit an 'Appeal Form to Reinstate Financial Assistance' available in the Financial Aid Office.
- An appeal will be reviewed by the SAP Appeals Committee which is comprised of multidisciplinary members of the staff and faculty.
- Appeals must be submitted within the established deadlines. Appeal requests

submitted after the deadline will not be accepted if the SAP Appeals Committee has met for the final time prior to the start of classes.

- Appeals are granted for one semester contingent upon an 'academic plan' outlining the academic requirements which must be fulfilled by the student. If the appeal is accepted, the student will be placed on 'financial aid probation'. An 'academic plan' must ensure the student will meet the standards by a specific time.
- Reinstatement of aid for the following semester will be considered by the SAP Appeals Committee after a review of the student's academic progress and/or successful completion of the 'academic plan'.
- All decisions made by the SAP Appeals Committee are final.

Financial Aid Probation

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

Academic Plan

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

Family Educational Rights and Privacy Act of 1974 (FERPA)

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

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

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

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

University Residency Requirement

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

Transcript of Records

The University regards the student's transcript as a personal and private document, 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 the Registrar web page on felician.edu. Transcripts are $10 for electronic delivery. Mailed paper transcripts are $12.50. 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). 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.

Graduate Student Grade Appeals Procedure

This process is designed as a mechanism of appeal for a student who believes that a grade has been unjustly rendered, such as a failing grade, a grade that results in being dismissed from a program, or a grade that requires retaking 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:

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

Student Services

Center for Academic Success & Effectiveness

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

Advising

Students must see their Advisor(s) during the Advising Period specified in the academic calendar. Students are responsible for the selection of courses that will satisfy graduation requirements. It is also the students' responsibility to repeat required courses that they have dropped, failed, or in the case of transfer students, which were incomplete at the time of transfer.

After students obtain advisement they are permitted to register online via their Self-Service (Hub) accounts. Registration will only be permitted if the student has met all of his or her obligations (health compliance, monetary, financial aid, and admissions) to the University. Non-matriculated students must consult with a staff member in the Center for Academic Support Services.

Testing

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

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

Upon passing the Challenge Examination, students apply to have examination credits awarded by the University, and will be charged one-third the standard tuition rate for each Challenge Examination credit awarded. Credits granted for Challenge Examinations do not count toward Felician University's 30-credit residency requirement. Any exam, once taken, cannot be repeated. Upon approval of the relevant School, graduate students may earn up to 9 credits. Students are not permitted to take Challenge Examinations during their last semester of coursework. Students are not allowed to earn credit by examination for courses that they have previously audited, failed, or from which they have withdrawn. Academic departments are not required to offer these examinations.

Tutoring Services

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: Alyssa Fiume-201-559-6118 *TutoringServices@felician.edu*

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).

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.

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

Center for Career and Academic Success
Career and Experiential Learning

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

Child Care Services
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 $780.00 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.

Preschool Staff Members:

- **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
- **Melissa Karcic** – Associate Teacher, School of Education Preschool; B.S., St. Peter's University
- **AnneMarie Barone** – Assistant Teacher, School of Education Preschool

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

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.

Cultural Opportunities

Felician University is committed to providing a diverse and inclusive environment where students can engage in a wide range of cultural opportunities both inside and outside the classroom. We recognize the importance of fostering a sense of belonging among our students by celebrating and representing various cultures on campus.

To promote inclusivity and cultural awareness, Felician University offers a multitude of activities through the JEDI Council and the Center for Student Development and Engagement. These initiatives create platforms for students to share and learn about different cultures. On-campus activities such as Diversity Week, Cultural Explosion, workshops, lectures, and the JEDI Awards provide engaging opportunities for students to explore different cultures, traditions, and perspectives. These events celebrate diversity and facilitate meaningful conversations that enhance cultural understanding and appreciation within our community. In addition to on-campus activities, Felician University extends cultural experiences beyond the campus borders.

At Felician University, we believe that fostering cultural awareness and creating an inclusive environment go hand in hand. By providing diverse cultural opportunities, we empower our students to embrace their own heritage while fostering a climate of respect, curiosity, and understanding among all members of our university community.

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

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

o 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

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

o Lunch: 11:00 AM - 3:30 PM

o Dinner: 4:30 PM - 7:30 PM

· Saturday and Sunday

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

o Dinner: 4:30 PM - 7:00 PM

· Castle Café (Starbucks) Monday - Friday

o 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

o 8:00 PM - 12:00 AM

Center for Academic Technology (CAT)

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?

- ***Vist the Brightspace/D2L website.***

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

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.

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.

Who We Are

Information Technology:

Christopher Finch- Assistant VP, Office Phone: 201-559-6084 (Location: Lodi-Obal Hall 2nd Floor Room 204)

Kelly Burke- IT Help Desk Coordinator, Office Phone: 201-559-6165 (Location: Lodi-Obal Hall 2nd Floor Room 204)

Cody Hildebrand- Help Desk Support Tech (Location: Rutherford Ed Commons)

Brady Fernandez- IT Help Desk Specialist (Location: Lodi-Obal Hall 2nd Floor Room 204)

Henry Rutland- IT Help Desk, Office Phone: 201-559-6058

Information Systems:

Craig Savino - Director of Information Systems, Office Phone: 201-559-6123, Lodi Campus – Albin Obal Hall (ground floor)
Cynthia Vincenti - Assistant Director of Information Systems, Office Phone: 201-559-1920, Lodi Campus – Albin Obal Hall (ground floor)
Derek Bioh - Systems Analyst, Office Phone: 201-559-3038, Lodi Campus – Albin Obal Hall (ground floor)

Audio Visual:

Audio Visual and AV set up – contact Hendrick Cuadro cuadroh@felician.edu 1 month prior to your scheduled event.
Hendrick Cuadro- Director of Audio and Visual Office, Office Phone: 201-559-6100 (Location: Lodi-Obal Hall Cafeteria Level-AV Room)

Dr. Deanna Valente, Dean of Information Technology, Academic Technology and Learning & Development. valented@felician.edu

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.

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 51,000 print and 243,000 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.

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- **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.
- Research and Instruction Librarian and Assistant Professor. (Liaison to the School of Arts and Sciences). TBD.
- **Jennifer Correia**, Technical Services and Electronic Resources Manager
- **Maria Spina**, Library Manager; B.A. Felician University

Office of Accessibility Services

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

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.

The Veterans Club offers students an opportunity to learn about the various support services and resources available at the University. For many veterans, the organization provides opportunities for members to socialize, study, and connect with students of a similar background.

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.

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.

Academic Program Information

Code of Conduct

Students at Felician University are governed by the regulations and provisions printed in the current catalog and student handbook, as well as those regulations promulgated during the course of the academic year. The University expects every student to uphold the highest standards of conduct and reserves the right at any time to suspend or dismiss

a student whose conduct is unethical, inappropriate, or in violation of University policy. All students are governed by the policies and procedures of a University-wide Honor Code policy.

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

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

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

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

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

Degrees and Certificates
Doctoral Degrees:
- D.N.P. — Doctor of Nursing Practice
- DBA — Doctorate Business Administration
- Psy.D. — Psychology Doctorate in Counseling Psychology with Emphasis in Primary Care

Masters Degrees:
- M.A. — Counseling Psychology
- M.A.--School Counseling

- M.A. — Education: School Nursing and HealthEducation
- M.A. — Elementary Education
- M.A. —Elementary Education/ InstructionalCertificate
- M.A. —Elementary Education/Teacher of Students with Disabilities
- M.A. — Elementary Education/Teacher of Students with Disabilities/Instructional Certificate
- M.A. — Educational Leadership/Principal and Supervisor Endorsements
- M.A. — Educational Leadership/Supervisor Endorsement
- M.A. — Religious Studies (Online) Computer
- M.S. — Computer Science
- M.B.A. — Innovation/Entrepreneurship
- M. B. A.- Healthcare Administration Track
- M.S.N. — Adult-Gerontology Primary Care Nurse Practitioner
- M.S.N. — Family Nurse Practitioner

Certificates:
- Religious Studies
- Special Education
- Graduate Certificate in Health Education
- Post Master's Certificate in Family Nurse Practitioner
- Post Master's Certificate in Adult-Gerontology Primary Care Nurse Practitioner
- Post Master's Endorsement in School Supervision
- Post Master's Endorsement School Principal
- Graduate Certification in:
    - Elementary Education (K-5)
    - Students with Disabilities (Special Education)

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 www.felicianonlinecampus.net. There are three types of computer mediated instruction:

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

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

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*
- 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 following graduate program – run by the School of Education offer part of their courses online using both eCourse and eCompanion:

Master of Arts in Education

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

Administration, Faculty, and Staff

Board of Trustees

- Stephen Lolacono

- John Mazur

- Mary Meehan (Honorary Trustee)

- Leo P. McGuire

- Marilyn Scalo

- Anthony Scardino Jr.

- Mark Sparta, FACHE

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- Peter Unanue
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Senior Administrative Officers
- President: **Mildred A. Mihlon**, Ph.D. and M. Phil., CUNY; M.A., Montclair State University; B.A., Rutgers University
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- 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.A., 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,Temple University, Ph.D., Temple University, M.A., Rutgers University, M.A., Stockton College, B.A.
- **Sr. Honorata Grzeszczuk**, Acting Dean of the School of Arts and Sciences and Associate Dean of Mathematics and Natural Sciences, B.S./M.S., University of Lodz, Poland, Post-graduate Certificate, Jesuit University Ignatianum, Poland; Ph.D., Seton Hall University, NJ
- **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 Conners**, 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
- **Jennifer Ulman**, Administrative Assistant, School of Arts and Sciences
- **Joann Bonardi**, Coordinator, 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**, Coordinator, School of Business and Information Sciences

Center for Academic Technology

- **Dr. Deanna Valente, DBA**, Dean of Information Systems, Academic Technology and Learning and Development; 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
- **Jaclyn 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 Jaccomo**, BS,Training Integration Specialist; BS., William Paterson University

Educational Opportunity Fund

- **Dinelia Garland**, Director of the EOF Program and Instructor; B.A., Felician University; M.A., John Jay College of Criminal Justice
- **Kelly Fronte,** Administrative Assistant
- **Carolyn Leonardi**, EOF Counselor; B.A., William Paterson University

Library Services

- **Jodi Shelly,** Director of Library Services; M.L.I.S., Rutgers, The State University of New Jersey; M.B.A., Felician University; B.A., Thomas Edison State College.
- **Kaitlyn Clohosey,** Assistant Director of Library Services; M.S.L.I.S., Pratt Institute School of Information; B.A., Stonehill College.

- **Jennifer Correia**, Technical Services and Electronic Resources Manager
- **Maria Spina**, Library Manager; B.A. Felician University
- TBD, Research and Instruction Librarian

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

Nursing Support

- **Kristen Centinaro,** Administrative Assistant; Barbara J. Toscano Nursing Resource and Simulation Center, B.A., Bloomfield College
- **Jamie Bohn,** Director, Clinical Compliance, B.S.N., R.N.
- **Eve Laba,** Coordinator: Graduate Nursing Program; B.A., Montclair University
- **Jose Pombo,** Administrative Coordinator Prelicensure Nursing Program
- **Luis Barrigan,** Coordinator: Prelicensure Nursing Program

Faculty
Emerita/Emeritus

- **George Abaunza,** 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) and Chairperson of the Institutional Review Board; 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. Cueman**, 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.SN., 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
- **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)*

- **Ligia V. Alberto**, Assistant Professor, School of Education (2022); BA in Spanish Literature, Lehman College; MS in Counseling, Mercy College; Ed.D., in Educational Leadership, Policy and Management, Seton Hall University
- **Chris Anderson,** Associate Professor of Education (2020); B.A., Baruch College, CUNY; M.A., New York University; Ed.D., Grand Canyon University
- **Ashley Appleton,** Assistant Professor of Psychology (2022) B.A. William Paterson University; M.A. Farleigh Dickinson University; Psy.D. St. Elizabeth University
- **Karen Beerbower**, Associate Professor, of the School of Business and Information Sciences (2021) M.B.A. Saint Peter's University; JD, Arizona State University College of Law; CPA
- **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
- **Kimberly Burrows,** R.N., Instructor of Nursing (2010); Associate Dean Department of Prelicensure Nursing; Director ABSN on Ground Program; B.S.N., Saint Peter's College; M.S.N., William Paterson University;
- **Diana Casianos,** R.N., Assistant Professor of Nursing (2016); 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
- **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 Conners**, Professor, Dean of the School of Education, Ph.D., BCBA, Associate Professor, Acting Dean of the School of Education, (2023) 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
- **Dennis DeCicco,** Associate Professor of Psychology (2007); B.S., M.S.W., Fordham University; Ph.D., Seton Hall University
- **Hetal Desai,** R.N., Assistant Professor of Nursing (2019); B.S.N., William Paterson University; M.S.N., University of Medicine and Dentistry of New Jersey; D.N.P., William Paterson University, APN Family Nurse Practitioner
- **Amy Dombach**, Assistant 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**, Associate 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,** Associate Professor of Biology (2009); M.S., M.D., Ph.D., Ain Shams University
- **Theresa Fanelli,** Assistant Professor of Criminal Justice (2018); B.A. Pace University, M.A. Adelphi University, M.A. Queens College, CUNY
- **Marcella Farfan**, Program Coordinator and Assistant Professor of Psychology (2022); B.A. Montclair State University; M.A./Psy.D. Felician University
- **Nouriman Ghahary, Ph.D.,** Associate Professor of Graduate Psychology and Director of Clinical Training; (2020); B.A. Ramapo College; M.A., PhD., Seton Hall University in Counseling Psychology
- **Kathetrine Giannettino**, R.N., Assistant Director, Nursing Resource and Simulation Center, Instructor of Nursing (2011); M.S.N., Warner College, A.D.N., St. Paul School of Nursing; B.A., Warner College
- **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
- **Sister Honorata Grzeszczuk**, CSSF, Associate Dean of Natural Sciences and Mathematics, Associate Professor of Physics (2012); Chair, Institutional Review Board; B.S./M.S., University of Lodz, Poland, Post-graduate Certificate, Jesuit University Ignatianum, Poland; Ph.D., Seton Hall University, NJ
- **Brendan Guarino**, Psy.D., Instructor (2024), Psy.D., MA, Counseling Psychology, Felician University, B.A., Rhode Island College
- **Ann Verrett Guillory,** Professor of Psychology (1983); Assistant Vice President for Academic Student Services; Director of the FYE Program; B.S., M.Ed., Loyola University of the South; M.Ed., Ed.D., Teachers College, Columbia University
- **Donna Hicks,** OTR/L, MSHA, OTA Program Director, OTA Instructor, B.S., Dominican University, M.S., Felician University
- **Holly Hutchinson**, RN (2023), Instructor, BSN, Felician University; MSN, 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
- **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 the 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., Associate Professor of Nursing (2020); A.S.N., Trinitas School of Nursing; B.S.N., Chamberlain College of Nursing; M.S.N., Chamberlain University
- **Melissa Marut,** R.N., (2020) Diploma in Nursing, Holy Name Hospital School of Nursing; B.S.N. St. Peter's University; M.S.N. Thomas Edison State University
- **Samantha Mattheiss**, Assistant 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 (2002) Dean of the School of Nursing and Health Sciences, Professor of Nursing; B.S.N. Russell Sage College; M.S.N. and Ed.D., Seton Hall University
- **Patricia Munno**, R.N., Instructor of Nursing (2012); Associate Dean Department of Prelicensure Nursing; B.S.N., Mercy College; M.S.N., Mercy College; CPN, 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.
- **Emmanuel Pierre-Louis** (2022), Assistant Professor, Department of Criminal Justice; B.S./M.S./D.Sc., New Jersey City University
- **Warren Reich**, Associate Professor of Psychology, Ph.D., Rutgers 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
- **Philip Rothman,** Professor, of the School of Business and Information Sciences (2021) B.A. Economics, Lehman College; M.B. A. Pace University; Ed, D, Executive Leadership, St. John Fisher College
- **Melisa Salsali,** Associate 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**, Assistant 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.
- **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
- **Marylynn Snyder,** Assistant Professor of Biology (2016); BS, Felician University, University of Medicine and Dentistry of New Jersey

(Rutgers)-School of Health-Related Professions; Ph.D., University of Medicine and Dentistry of New Jersey (Rutgers)Graduate School of Biomedical Sciences

- **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
- **Elizabeth Van Dyk,** R.N., Associate Professor of Nursing (2016); Associate Dean Department of Graduate Nursing; B.S.N., William Paterson University; M.A., New York University; D.N.P., Fairleigh Dickinson University; F.N.P. Post-Master's Certificate William Paterson University, APN Family Nurse Practitioner
- **Stathene Varvisotis**, Assistant 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); B.SN., James Madison University; M.SN., 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**, RN (2020), Instructor, BSN, Fairleigh Dickinson University; MSN, Rutgers 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

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
- **Samantha Flecker**, Director of Athletics Communications, Coordinator of Intramurals; B.S., College of Staten Island, M.S., Southern New Hampshire University
- **Kayla Jones**, Athletics Administrative Assistant, B.S., Kutztown 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, MCSE
- **Carlos Caldero,** 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,
- **Kelly Burke,** IT Help Desk Coordinator, BS in History

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**, Assistant Director of Information Systems, B.S., University of Scranton
- **Derek Bioh,** Systems Analyst, B.S., Felician University

Felice Grant

- **Felipe Jaccomo**, Specialist
- **Serina Sebbio**, Coordinator, B.S., Felician University

Enrollment Management and Marketing

- **Priscilla Klymenko**, Vice President of Enrollment Management and Marketing, B.A., Felician University, M.A., Montclair State University
- **Carol Lee Martinez**, Administrative Assistant to VP of Enrollment Management and Marketing, Veterans School Certifying Official, B.A., Rutgers University
- **Tiffany Hartwig**, Executive Director of Enrollment Management Operations, B.A., Felician 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

Admission (Traditional Undergraduate)

- **Kelsey Dennehy**, Director of Undergraduate Admissions, BA, William Paterson University, MA, William Paterson University, EdD, Saint Peter's University (in progress)
- **Will Mahon**, Assistant Director of Undergraduate Admissions, BA, Rutgers University

- **Tom Lang**, Assistant Director of Undergraduate Admissions, BA, Kean University, MA, Georgian Court University
- **Anandaji Cruz Rosario**, Assistant Director of Undergraduate Admissions, BA, Montclair State University
- **Caitlin Aristizabal,** Assistant Director of Undergraduate Admissions, BA, Montclair State University, MA, Montclair State University (in progress)

Admissions (Transfer and Adult Undergraduate)

- **Brianna Grausso**, Director of Transfer & Adult Enrollment, BA, University of Pennsylvania
- **Gina DeFalco**, Assistant Director of Transfer Admissions, BA, Montclair State University, MBA, Centenary University
- **Matthew Powell**, Assistant Director of Enrollment Management Services, BA, Rutgers University—New Brunswick

Admissions (Graduate)

- **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 International Programs

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

Marketing

- **Azra Buljko**, Associate Director of Marketing, M.B.A., B.A., Felician University
- **Christine Albano**, Associate Director of Marketing, M.B.A., B.A., Felician University
- **Abigail Letson**, Marketing Manager, B.A., Pace University

Office of Student Financial Services

- **Cynthia Montalvo**, Assistant Vice President of Enrollment Management

- **Kathy Prieto**, Director of Financial Aid; B.A., M.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, M.B.A., Felician University
- **Aurora Regondola**, Associate Director of Student Accounts; B.S., New Jersey City University, M.A., 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
- **Nicholas Leonardo**, Assistant Director of Financial Aid Operations; B.S., Felician University
- **Alyssa Bishop**, Assistant Director of Student Accounts; B.A., M.B.A., Felician University
- **Nina Jackson**, Collections Specialist Student Financial Services
- **Mouhamadou Kane**, Account Receivable Coordinator

Registrar

- **Erminda Velez-Quinones,** Director of Registration & Records, School Certifying Official for Veterans, B.S. Felician University
- **Marybeth O'Flanagan,** Associate Director of Registration & Records, School Certifying Official for Veterans, B.A. Marymount College
- **Lauren Venechanos,** Assistant Director of Registration & Records, School Certifying Official for Veterans
- **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**, Staff Assistant, B.A., Kings College
- **Lynne Richardson**, Colleague Specialist, B.A. Haverford College, M.A. William Paterson University

Center for Career and Academic Success
Center for Academic Success & Effectiveness

- **Jeffery Blanchard,** Dean, Center for Academic Success and Effectiveness; 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,** Assistant Dean & Coordinator of 3-D Felician Experience; B.A., M.A. Felician University
- **Geri Perret**, Assistant Dean for Career & Experiential Learning,
- **Sharon Towler**, Assistant Professor and Associate Dean of Academic Achievement, Performance, and Honors, 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

Mission Integration

- **Fr. Thomas H. Franks**, OFM Cap., M.S., MDiv., STL, Vice President for Mission Integration,B.S., 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 Ruekert**, SDB, University Chaplain

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- **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
- **Mary Marino**, Administrative Assistant to CFO, B.S., King's College
- **Shalini Patel**, Controller, B.S., Montclair State University, M.B.A., Felician University
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- **Linda Kastenbaum**, Accounts Payable Coordinator
- **Eileen Meneghin**, Bookkeeper
- **Lillian Garay**, Accounts Payable Clerk
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- **Tadeusz Tyszka**, Maintenance Supervisor for the Lodi Campus
- **Skyler Hennessey**, Administrative Assistant

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- **Noelle Agosta**, Assistant Director of Alumni Relations
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- **Ben Dinallo, Jr.**, Director, University Advancement, B.A. Columbia School of Broadcasting
- **Edward Robinson**, Manager, Felician Radio
- **Alyssa Molarz**, Coordinator, External Relations, B.S., Virginia Polytech Institute State University, M.B.A., Felician University
- **Aneta Wygonik**, Administrative Assistant

Student Affairs

Student Affairs Leadership
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- **Mehtap Ferrazzano**, Assistant Vice President, Student Life
- **Onya Brown**, Associate Dean of Students & Title IX Coordinator

Community Rights and Responsibilities
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- **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

Center for Student Development and Engagement
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- **Ashley Gregory**, Assistant Director
- **David Crawford**, Coordinator, Student Life & First Year Experience

Safety and Security
- **James Hosie**, Director

Dining Services
- **Rick Freudenfels**, Dining Manager, Chartwells Higher Ed

Housing and Residence Life
- **Romario Dacosta**, Associate Director Housing Operations
- **Katiuzca Loaiza** , Associate Director, Residential and Development

Attitudes Against Violence
- **Taylor Levine**, Project Coordinator, Attitudes Against Violence

Transportation Services
- **Kamal Tawadros**, Transportation Manager, University Transportation

Print Services/Supplies
- **Lillian Garay,** Mailroom and Printery Clerk
- **Patricia Anderson,** Part Time Clerk for Mailroom and Printery

Child Care Center
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- **Gina Michalski** – Lead Teacher, School of Education Preschool; B.A., SUNY Potsdam; M.A., Montclair State University
- **Melissa Karcic** – Associate Teacher, School of Education Preschool; B.S., St. Peter's University
- **AnneMarie Barone** – Assistant Teacher, School of Education Preschool

Academic Partnership Enrollment
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- **Emily Espin**, Associate Director of Academic Partnership Enrollment; B.S., Felician University
- **Isabella Hughes**, Assistant Director of Registration and Records for Academic Partnership Enrollment
- **Shannon Pinchinat**, Assistant Director of Student Financial Services for Academic Partnership Enrollment

Advisory Committees
School of Arts & Sciences Advisory Board
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- **Sandesh Sadalge,** Vice President of Analytics, Education Dynamics
- **Gregory Scott Thomas,** Esq., Senior Vice President, General Counsel & Corporate Secretary, Cirrus Logic

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- **Taneshia Nash Laird**, Newark Symphony Hall
- **Catherine Lentini,** alum
- **Leo McGuire,** LPM Strategies, LLC, alum
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- **Linda Gural,** RN, American Nurses Association Board of Directors, Staff Nurse; Past President, New Jersey State Nurses Association
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- **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
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- **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
- **Dr. Melinda Weber**, RN, DNP, RN, APN, AKON, Director of Care Transformation, John Theurer Cancer Center at Hackensack Meridien Health

School of Education Advisory Board

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- **Dana Regan,** Director 21 & Over, Felician University
- **Prof. Annette Rychorski,** Felician University
- **Prof. Maryanne Joyce,** Felician University
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- **Sr. Annelle,** Director, Blessed Mary Angela
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- **Mr. Michael Farielly,** Gramon Schools – Principal
- **Mr. Emil Carafa,** Adjunct, Felician University
- **Dr. Sharon Towler**
- **Dr. Kuchar,** South Bergen Jointure Commission – Superintendent
- **Mr. Jim Theberry,** Director of Division of Disability Services of Bergen County

Locations

Lodi Campus
- From Route 46 East:
  - Exit "Main Street, Lodi." Turn left at third traffic light, and turn right at the next light onto South Main Street. The College entrance is less than one mile on the right.
- From Route 46 West:
  - Exit "Main Street, Lodi." Turn left at the end of the exit. Proceed as in "Route 46 East."
- From Garden State Parkway North:
  - Exit 157 to Route 46 East. Proceed as in "Route 46 East."
- From Garden State Parkway South:
  - Exit 157. Look for U-turn to Route 46 East. Proceed as in "Route 46 East."
- From Route 17 North:
  - Exit "Franklin Avenue" in Hasbrouck Heights. Turn left at the stop sign and cross Route 17. Stay on Franklin Avenue to the Boulevard. Turn left on Boulevard to the traffic circle. Take the first right off the circle onto Passaic Street, which becomes Terhune Avenue, and ends at the College entrance.
- From Route 17 South:
  - Take "Hasbrouck Heights" exit onto Boulevard. From Boulevard continue as in "Route 17 North."
- From New Jersey Turnpike North and South:
  - Exit at Route 3 West. Take Route 3 to Route 17 North. Proceed as in "Route 17 North."
- From Route 3 East and West:
  - Exit at Route 17 North. Proceed as in "Route 17 North."
- From Route 80 East:
  - Exit 61 "Garfield/Elmwood Park." Turn right at the end of the exit onto River Drive. Follow River Drive approximately three miles to the end, and turn left onto South Main Street. The College entrance is one block on the left.
- From Route 80 West:
  - Exit 63 "Lodi/Rochelle Park." Turn right at the end of exit, and left at the traffic light. Turn left at the next light onto North Main Street. Turn left at the fifth traffic light and make an immediate right onto South Main Street. The College entrance is about one mile on the right.

Rutherford Campus
- From the Lodi Campus:
  - As you leave the campus driveway, turn right onto South Main Street and follow Route 507 South to West Passaic Avenue. Turn left onto West Passaic Avenue. The Rutherford campus is on West Passaic and Montross Avenue.
- From North or South:
  - Garden State Parkway to exit 153 (Route 3 East). Exit Route 3 at Park Avenue/Rutherford. Make a left at the traffic light onto Stuyvesant, which becomes Park Avenue . Follow Park Avenue to West Passaic Avenue; turn left. Campus will be on the right (corner of West Passaic and Montross Avenue).
- From Route 17 South:
  - Exit at Union Avenue, Rutherford. Turn right at end of exit; make first left onto Hackensack Street. Turn right under the trestle and follow railroad tracks to third left (Union Avenue). Follow Union Avenue to Montross Avenue; turn left. Campus is two blocks on left.
- From East (Manhattan):
  - Route 3 West to Ridge Road/Park Avenue. Proceed to Park Avenue and turn right. Follow Park Avenue to West Passaic Avenue; turn left. Campus will be on the right (corner of West Passaic and Montross Avenue)

Off–Site Partner Locations
- **Hybrid ABSN Program**
- 300 Kimball Drive Suite 502
- Parsippany, NJ 07054
- **Raritan Valley Community College**
  - 118 Lamington Road Branchburg, New Jersey 08876
- **Mercer County Community College**
  - 1200 Old Trenton Road West Windsor, New Jersey 08550
- **Middlesex County College**
  - 2600 Woodbridge Avenue Edison, NJ 08818

- **Saint Luke Baptist Church**
  - 139-145 A.M. Tyler Place (Carroll Street) Paterson, New Jersey 07501
- **Sussex County Community College**
  - One College Hill Road
  - Newton, New Jersey 07860
- **Warren County Community College**
  - 475 Route 57 West
  - Washington, New Jersey 07882

Degrees/Certificates

Autism and Applied Behavior Analysis

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 BACB Task List V Standards and the Ethical Codes, 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.

Program Description

All students entering the program starting Fall 2023 will participate in graduate courses that meet the BCBA Task List V Requirements. https://www.bacb.com/wp-content/uploads/2020/08/BCBA-task-list-5th-ed-230130-a.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, 2027.

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 (24 credits) and one required practicum (3 credits) as well as 15 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 VCS core ABA courses and pass 2 competency exams to stay in the program. The first competency assessment is a 40 hour RBT training series. **All Master's students in the School of Education will also complete a written comprehensive examination.** The comprehensive exam covers the entirety of the student's coursework.

- **The written exam can take one of several forms and may include multiple choice, short answer, or essay.**
- Successful completion of written comprehensive exams will reflect breadth and depth of knowledge by the student demonstrating:
  - Competency related to their content area;
  - That s/he is prepared to be a professional in their field
- Students will need to demonstrate a passing rate to be able to receive approval for graduation

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

- Interview with the Program Coordinator

- Complete an impromptu writing sample.

* All Felician University School of Education admission requirements are followed as applicable to this program.

Post–Masters Certification: Behavior and Autism Studies
Certificate

Requirements for the Post-Masters Certification: Behavior and Autism Studies:

- 3.0 GPA from graduate program in related field (Psychology/Education)
- Letters of Recommendation
- Letter of Intent/Essay addressing why you would like to pursue a career in ABA

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). The total program involves 26 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.

The courses are listed below:

Course #	Course Title	Credits
EDU 800:	Assessment Methods with Individuals with ASD and DD	3
EDU 801:	Educational Programming for Students with ASD and DD	3
EDU 802:	Basic Applied Behavior Analysis for Students with ASD and DD	3
EDU 803:	Single Subject Assessment Methodology	3
EDU 804:	Autism: Collaborative ABA Transdisciplinary Intervention	3
EDU 805	Ethics and Professional Standards in ABA	3
EDU 809:	Advanced Concepts and Principles of Applied Behavior Analysis	3
EDU 810:	Behavioral Assessment & Team Based Programming	2
EDU 811 S:	Seminar Component of Practicum in ABA	1
EDU 811 F:	Field Component of Practicum in ABA	2

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 20000 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.

Post–Masters Certification: Behavior and Autism Studies Courses

Item #	Title	Credits
EDU 802	Basic Applied Behavior Analysis for Students with Autism Spectrum Disorders and other Developmental Disabilities –	3
EDU 800	Assessment Methods with Individuals with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 801	Educational Programming for Students with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 803	Single Subject Assessment Methodology	3
EDU 804	Autism: Collaborative ABA Transdisciplinary Intervention	3
EDU 805	Ethics and Professional Standards in ABA	3
EDU 809	Advanced Concepts and Principles of Applied Behavior Analysis	3
EDU 810	Behavioral Assessment & Team Based Programming	2
	Total Credits	**23**

Course Sequencing

Post–Masters Certification: Behavior and Autism Studies:

Course Sequence and Prerequisites

The Post-Graduate Certificate 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.

Course Transfer Policy

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 Post-Master's Certification VCS core courses, the content must be consistent with the content of Felician program VCS courses in terms of the required areas of study according to the ABAI and 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.

Required Practicum Experience

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.

Course Delivery
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.

Masters of Arts in Education: Behavior and Autism Studies
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 current students entering the program will participate in graduate courses that meet the BCBA Task List V Requirements.
https://www.bacb.com/wp-content/uploads/2020/

11/BCBA2022EligibilityRequirements_210513.pdf

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 (24 credits) and one required practicum (3 credits) as well as 15 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. Students must earn a "B-" or greater in each ABA course in order for it to count towards program completion.

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. While completing the coursework, students are also responsible for collecting the 2,000 fieldwork hours necessary to be eligible to sit for the BCBA exam. While at Felician, students may enroll in practicum courses to accrue their fieldwork hours. Students may take additional practicum courses as electives, however not all hours will be completed through the practicum courses. Students are responsible for tracking and collecting any additional hours needed. It should be noted that completion of fieldwork hours and passing of the exam are 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.

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.

* Students will take 15 credit hours of additional elective coursework chosen with their faculty advisor in the areas of education, psychology, or business.

Course Delivery

The eight VCS approved courses are offered remotely synchronously through 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.
The additional 15 credits of coursework to complete the master's degree are offered through an asynchronous format.

Course Sequencing and Prerequisites

The graduate program curriculum has been designed to have a student participate in introductory courses (EDU 800, 801, & 802) prior to participating in intermediate and advanced courses (EDU 803, 804, 805, 809, 810). Students are encouraged to take at least one ABA course prior to enrolling in the practicum course. If students are interested in taking more than the recommended courses during the first year, additional electives are available in order to ensure ABA courses are taken in the appropriate order.

Additional Elective Coursework Options

To complete the graduate master's program, each student will complete 15 additional elective credits. Fifteen 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, students may take coursework in psychology or business in consultation with their advisor.

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.

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.
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 BCBA Task List V and the skills necessary to interact effectively with consumers, supervisors, parents, and other professionals. Securing a supervision site and Responsible BCBA or BCBA-D is required prior to course enrollment. There is assistance available for students who need to find placements and supervisors, however, Felician University cannot guarantee practicum placement or access to a Fieldwork supervisor.

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.

Masters of Arts in Education: Behavior and Autism Studies Courses

Item #	Title	Credits
EDU 800	Assessment Methods with Individuals with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 801	Educational Programming for Students with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 802	Basic Applied Behavior Analysis for Students with Autism Spectrum Disorders and other Developmental Disabilities –	3
EDU 803	Single Subject Assessment Methodology	3
EDU 804	Autism: Collaborative ABA Transdisciplinary Intervention	3
EDU 805	Ethics and Professional Standards in ABA	3
EDU 809	Advanced Concepts and Principles of Applied Behavior Analysis	3
EDU 810	Behavioral Assessment & Team Based Programming	2
EDU 811 S	Seminar Component of Practicum in ABA	1-1
EDU 811 F	Field Component of Practicum in ABA	2-2

Electives

15 credits of electives chosen with faculty advisor

	Total Credits	42
Course Sequencing		

First Term ABA MA

Item #	Title	Credits
EDU 800	Assessment Methods with Individuals with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 801	Educational Programming for Students with Autism Spectrum Disorders and other Developmental Disabilities	3

Second Term ABA MA

Item #	Title	Credits
EDU 802	Basic Applied Behavior Analysis for Students with Autism Spectrum Disorders and other Developmental Disabilities –	3

Third Term ABA MA

Fourth Term ABA MA

Fifth Term ABA MA

Sixth Term ABA MA

Seventh Term ABA MA

Item #	Title	Credits
	ABA MA Elective	3
	ABA MA Elective	3

Business

Master of Business Administration Executive Track
MBA

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.

Program length: 12 months

Executive MBA Program

Item #	Title	Credits
MBA/ENT 510	Leadership for the 21st Century (formerly Leadership and Behavior)	3
MBA/ENT 520	Entrepreneurial Leadership and Strategy Formulation (formerly Entrepreneurship and Business Strategy)	3
MBA/ENT 540	Innovation and Adaptation (formerly Innovation Management)	3
MBA/ENT 502	Corporate Entrepreneurship and Creativity (formerly Corporate Entrepreneurship)	3
MBA/QUAN 571	Statistical Analysis for Business	3
MBA/ENT 550	Special Topics in Innovation and Entrepreneurial Leadership	3
MBA/ECON 571	Economic Reasoning for Managers (formerly Economics for Managers)	3
MBA/ENT 530	Organizational Performance & Ethics	3
MBA/ACC 571	Applied Managerial Accounting and Data Analysis (formerly Applied Managerial Accounting)	3
MBA/FIN 572	Financial Tools and Techniques	3
MBA/ENT 599	Capstone Experience (formerly Venture Growth Strategies)	3
MBA/ENT 595	Competency Portfolio Review and Assessment	3

	Total Credits	36

Master of Business Administration Healthcare Administration Track
MBA

Program length: 24 months

Item #	Title	Credits
MBA 001	Transition to Graduate/ Quantitative Studies	0
MBA/ENT 510	Leadership for the 21st Century (formerly Leadership and Behavior)	3
MBA/ENT 520	Entrepreneurial Leadership and Strategy Formulation (formerly Entrepreneurship and Business Strategy)	3
MBA/ECON 571	Economic Reasoning for Managers (formerly Economics for Managers)	3
HCA 515	Management and Structural Analysis of Healthcare Organizations	3
CS 630	INFORMATION SYSTEMS/ TECHNOLOGY AND MANAGEMENT OF DATA	3
HCA 620	Clinical Decision Making in Healthcare	3
MBA/ENT 530	Organizational Performance & Ethics	3
MBA/FIN 572	Financial Tools and Techniques	3
MBA/ACC 571	Applied Managerial Accounting and Data Analysis (formerly Applied Managerial Accounting)	3
MBA/ENT 550	Special Topics in Innovation and Entrepreneurial Leadership	3
HCA 590	Advanced Healthcare Policy	3
HCA /ENT 595	Competency Portfolio review and Assessment	3
	Total Credits	**36**

Master of Business Administration in Innovation and Entrepreneurial Leadership
MBA

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)
- Official transcripts of past collegiate work
- Resume
- Personal statement

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

Re-admission

Students who temporarily separate from the course of study and wish to be re-admitted must make formal application to the Dean of the School of Business 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

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

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 length: 24 months

MBA – Innovation and Entrepreneurial Leadership Course Sequence:

Year One

Item #	Title	Credits
MBA 001	Transition to Graduate/ Quantitative Studies	0
MBA/ENT 510	Leadership for the 21st Century (formerly Leadership and Behavior)	3
MBA/ENT 540	Innovation and Adaptation (formerly Innovation Management)	3
MBA/ENT 530	Organizational Performance & Ethics	3
MBA/ACC 571	Applied Managerial Accounting and Data Analysis (formerly Applied Managerial Accounting)	3
MBA/QUAN 571	Statistical Analysis for Business	3
MBA/FIN 572	Financial Tools and Techniques	3

Year Two

Item #	Title	Credits
MBA/ENT 502	Corporate Entrepreneurship and Creativity (formerly Corporate Entrepreneurship)	3
MBA/ECON 571	Economic Reasoning for Managers (formerly Economics for Managers)	3
MBA/ENT 520	Entrepreneurial Leadership and Strategy Formulation (formerly Entrepreneurship and Business Strategy)	3
MBA/ENT 550	Special Topics in Innovation and Entrepreneurial Leadership	3
MBA/ENT 599	Capstone Experience (formerly Venture Growth Strategies)	3
MBA/ENT 595	Competency Portfolio Review and Assessment	3
	Total Credits	**36**

Computer Science

Mission Statement of the Computer Science Department

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

The purpose of the Computer Science major is to prepare students to work for government agencies, healthcare institutions, private companies, and to pursue graduate degrees. The field of Computer Science is one of the professions predicted by the U.S. Department of Labor to have very high growth through the year 2020. This program emphasizes an understanding of the field of Computer Science both as an academic discipline as well as a profession. Graduates of this program will be well-versed with

various areas of Computer Science that have shaped the discipline during its explosive existence. In addition, this program will provide a firm grounding in the liberal arts, while assuring in-depth study of the discipline of computer science. Topics include software engineering, computer hardware and systems software, network and data communications, computer systems analysis and design, and database management systems.

Computer Science Learning Outcomes

At the end of their program in Computer Science/ Cybersecurity Students will:

1. Apply their ability to make connections between using computer technologies in their lives and in societal values.
2. Understand how to act as a team worker to fulfill complex projects and tasks.
3. Create a computer science related project showing their knowledge of the latest developments in computer science and cybersecurity.
4. Understand the scientific basis of their discipline.
5. Apply quantitative and scientific reasoning in their discipline.

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

Master of Science Degree in Computer Science
MS
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)

Core Courses
Required Courses I

Item #	Title	Credits
CS 600	ADVANCED ALGORITHM DESIGN AND IMPLEMENTATION	3
CS 620	OPERATING SYSTEMS DESIGN	3

Required Courses II

Select one course from below:

Item #	Title	Credits
CS 625	PRINCIPLES OF PROGRAMMING LANGUAGES	3
CS 635	OBJECT-ORIENTED ANALYSIS AND DESIGN	3
CS 690	ADVANCED SOFTWARE ENGINEERING	3
	Total Credits	**30**

Master of Science in Cybersecurity
MS

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)

Foundation Courses – M.S. Cybersecurity

Item #	Title	Credits
CS 600	ADVANCED ALGORITHM DESIGN AND IMPLEMENTATION	3
CS 620	OPERATING SYSTEMS DESIGN	3
CS 665	ARTIFICIAL INTELLIGENCE	3

Cybersecurity Track – M.S. Cybersecurity

Item #	Title	Credits
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	Advanced Penetration Testing and Cyberwarfare	3

CS Electives – M.S. Cybersecurity

Item #	Title	Credits
CS 650	INFORMATION AND DIGITAL SECURITY	3
CS 695	SPECIAL TOPICS IN COMPUTER SCIENCE	3
	Total Credits	**30**

Course Sequencing

Early Fall Foundation Course

Item #	Title	Credits
CS 600	ADVANCED ALGORITHM DESIGN AND IMPLEMENTATION	3

Late Fall Foundation Course

Item #	Title	Credits
CS 620	OPERATING SYSTEMS DESIGN	3

Early Spring Foundation Course

Item #	Title	Credits
CS 665	ARTIFICIAL INTELLIGENCE	3

Late Spring Cybersecurity Track

Item #	Title	Credits
CS 655	ADVANCED CRYPTOGRAPHY	3

Early Summer Cybersecurity Track

Item #	Title	Credits
CS 682	Advanced Network Security	3

Early Fall Cybersecurity Track

Item #	Title	Credits
CSEC 665	Advanced Digital Forensics	3

Late Fall Cybersecurity Track

Item #	Title	Credits
CSEC 670	Advanced Penetration Testing and Cyberwarfare	3

Early Spring Cybersecurity Track

Item #	Title	Credits
CS 683	Capstone Research in Cybersecurity	3

Late Spring Cybersecurity Elective

Item #	Title	Credits
CS 650	INFORMATION AND DIGITAL SECURITY	3

Early Summer Cybersecurity Elective

Item #	Title	Credits
CS 695	SPECIAL TOPICS IN COMPUTER SCIENCE	3

Master of Science in Data Science
MS

*** 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)

Foundation Courses – Data Science M.S.

Item #	Title	Credits
CS 600	ADVANCED ALGORITHM DESIGN AND IMPLEMENTATION	3
CS 620	OPERATING SYSTEMS DESIGN	3
CS 665	ARTIFICIAL INTELLIGENCE	3

Data Science Track – Data Science M.S.

CS-705, Capstone in Data Analytics, pending approval

Item #	Title	Credits
CS 605	GRAPH ALGORITHMS	3
CS 675	ADVANCED DATA MINING	3
CS 682	Advanced Network Security	3
CS 692	Ethical Issues in Technology	3

Required Electives – Data Science M.S.

Item #	Title	Credits
CS 690	ADVANCED SOFTWARE ENGINEERING	3
CS 695	SPECIAL TOPICS IN COMPUTER SCIENCE	3
	Total Credits	**30**

Course Sequencing

Early Fall Foundation Course

Item #	Title	Credits
CS 600	ADVANCED ALGORITHM DESIGN AND IMPLEMENTATION	3

Late Fall Foundation Course

Item #	Title	Credits
CS 620	OPERATING SYSTEMS DESIGN	3

Early Spring Foundation Course

Item #	Title	Credits
CS 665	ARTIFICIAL INTELLIGENCE	3

Late Spring Data Science Track

Item #	Title	Credits
CS 605	GRAPH ALGORITHMS	3

Early Summer Data Science Track

Item #	Title	Credits
CS 682	Advanced Network Security	3

Early Fall Data Science Track

Item #	Title	Credits
CS 675	ADVANCED DATA MINING	3

Late Fall Data Science Track

Item #	Title	Credits
CS 695	SPECIAL TOPICS IN COMPUTER SCIENCE	3

Early Spring Elective

Item #	Title	Credits
CS 690	ADVANCED SOFTWARE ENGINEERING	3

Late Spring Data Science Track

Put CS 705 here after approval

Early Summer Elective

Item #	Title	Credits
CS 695	SPECIAL TOPICS IN COMPUTER SCIENCE	3

Computer Science Course Descriptions

CS 500 : OBJECT ORIENTED PROGRAMMING IN C++

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.
Credits 4

CS 501 : DISCRETE STRUCTURES

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.
Credits 3

CS 502 : COMPUTER ARCHITECTURE AND ORGANIZATION

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, microarchitecture, 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.

Credits 3

CS 503 : DATA STRUCTURES AND ALGORITHMS

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.

Credits 3
Prerequisites
CS 270 or its equivalent or CS 500 or its equivalent

CS 598 : ADVANCED PROGRAMMING WITH JAVA

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.

Credits 3

CS 599 : ADVANCED DATABASE AND KNOWLEDGE DISCOVERY

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.

Credits 3
Prerequisites
CS 360 or its equivalent

CS 600 : ADVANCED ALGORITHM DESIGN AND IMPLEMENTATION

This course presents many computer algorithms and covers engineering issues in algorithm design, as well as mathematical aspects of algorithm analysis. The students will be exposed to an algorithm design process that begins with problems arising across the full range of computing applications, builds on understanding of algorithm design techniques, and results in the development of efficient solutions to these problems. Topics include: Basic and Advanced Data Structures, Algorithm Analysis, Graph Algorithms, Sorting and Order Statistics, Advanced Design and Analysis Techniques, NP and Computational Intractability, Approximation Algorithms, Randomized Algorithms.
Credits 3
Prerequisites
CS 380 or its equivalent or CS 503 or its equivalent

CS 605 : GRAPH ALGORITHMS

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.
Credits 3
Prerequisites
CS 600 or its equivalent

CS 610 : ADVANCED COMPUTER ARCHITECTURE

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.
Credits 3
Prerequisites
CS 280 or its equivalent or CS 502 or its equivalent

CS 615 : MODELS OF COMPUTATIONS AND FORMAL LANGUAGES

This course covers concepts and methods of theoretical computer science. This course covers finite deterministic and nondeterministic automata, pushdown automata, Turing machines, regular expressions and languages, context-free grammars and languages, properties of regular and context-free languages, algorithms and decision procedures for context-free languages, unrestricted grammars, undecidability, intractable problems, and complexity classes.
Credits 3
Prerequisites
CS 290 or its equivalent or CS 501 or its equivalent

CS 620 : OPERATING SYSTEMS DESIGN

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.
Credits 3
Prerequisites
CS 270 or its equivalent or CS 500 or its equivalent

CS 625 : PRINCIPLES OF PROGRAMMING LANGUAGES

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.
Credits 3
Prerequisites
CS 295 or equivalent

CS 630 : INFORMATION SYSTEMS/ TECHNOLOGY AND MANAGEMENT OF DATA

(This course was developed for Health Care Professionals) The focus of this course is on the use of information systems and technology to support and improve patient care and healthcare systems. Legal and ethical issues related to informatics and technology as well as budget and productivity information systems/technology tools, practice information systems and decision support will be discussed. The role of the Administrator in the selection, use of information systems/technology to support and improve patient care and healthcare systems, and interdisciplinary leadership within the healthcare systems will be emphasized. Students work in groups to assess the efficacy of patient care information systems and technology appropriate to a specialized area of practice as part of their project based competency assignment.
Credits 3

CS 631 : COMPILER DESIGN

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.
Credits 3
Prerequisites
CS 295 or its equivalent or CS 625 or its equivalent

CS 635 : OBJECT–ORIENTED ANALYSIS AND DESIGN

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.
Credits 3
Prerequisites
CS 270 or its equivalent or CS 500 or its equivalent

CS 640 : PARALLEL PROGRAMMING

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.

Credits 3
Prerequisites
CS 270 or its equivalent or CS 500 or its equivalent

CS 645 : ADVANCED WEB DESIGN AND SCRIPTING LANGUAGES

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

Credits 3
Prerequisites
CS205 or its equivalent

CS 650 : INFORMATION AND DIGITAL SECURITY

This course covers the various technical and administrative aspects of Information Assurance and Security. The course covers the basic notions of confidentiality, integrity, availability, authentication models, protection models, security kernels, secure programming, audit, intrusion detection and response, operational security issues, physical security issues, personnel security, policy formation and enforcement, access controls, information flow, legal and social issues, identification and authentication in local and distributed systems, classification and trust modeling, and risk assessment.

Credits 3

CS 655 : ADVANCED CRYPTOGRAPHY

Cryptography provides important tools for ensuring the privacy, authenticity, and integrity of the increasingly sensitive information involved in modern digital systems. Nowadays, cryptographic tools, including encryption, message authentication codes, digital signature, key agreement protocols, etc., are used behind millions of daily online transactions. In this course, we will unveil some of the "magic" of cryptography. Modern cryptography uses mathematical language to precisely pin down elusive security goals, design primitives and protocols to achieve these goals, and validate the security of designed primitives and protocols using mathematical proofs based on clearly stated hardness assumptions. Therefore, to learn cryptography, it is essential to understand its mathematical underpinnings. In this course, we will see the inner-workings of cryptography for several core cryptographic tools, from encryption, to message authentication, to hash functions, to digital signatures, etc.

Credits 3

CS 660 : CLOUD COMPUTING

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.

Credits 3
Prerequisites
CS 270 or equivalent, CS 280 or its equivalent, CS 360 or its equivalent, CS 380 or its equivalent, CS 620 or its equivalent

CS 665 : ARTIFICIAL INTELLIGENCE

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.

Credits 3
Prerequisites
CS 600 or its equivalent

CS 670 : ADVANCED DATABASE MANAGEMENT SYSTEMS

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.

Credits 3
Prerequisites
CS 360 or its equivalent

CS 675 : ADVANCED DATA MINING

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.

Credits 3
Prerequisites
CS 430 or its equivalent

CS 680 : COMPUTER GRAPHICS

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.

Credits 3
Prerequisites
CS 270 or its equivalent or CS 500 or its equivalent, or CS 598 or its equivalents

CS 682 : Advanced Network Security

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."
Credits 3

CS 683 : Capstone Research in Cybersecurity

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.
Credits 3

CS 685 : GAME DEVELOPMENT

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.
Credits 3
Prerequisites
MATH 161 or its equivalent, CS 503 or its equivalent

CS 690 : ADVANCED SOFTWARE ENGINEERING

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, realtime software engineering, and software management. The students will design and implement large software systems.
Credits 3
Prerequisites
CS600 or its equivalent

CS 691 : COMPUTER HUMAN INTERACTION

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.
Credits 3
Prerequisites
CS 110 or its equivalent and CS 120 or its equivalent

CS 692 : Ethical Issues in Technology

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.

Credits 3

CS 695 : SPECIAL TOPICS IN COMPUTER SCIENCE

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.

Credits 3
Prerequisites
Permission of an instructor.

CS 698 : Graduate Internship

The Graduate Computer Science (CS) Internship provides the student with a professional work experience in an organizational environment. The internship is an extension of the curriculum and provides meaningful experience related to the student's area of concentration. The internship responsibilities must be approved in advance by a faculty member of the CS department. The student is supervised within the work setting and also by a faculty advisor from the department of Computer Science.

Graduate Internship 1-3 credits (elective course)

Prerequisites: the student must be in the current MS in CS program.

Credits 3

CS 699 : CAPSTONE PROJECT

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.

Credits 3
Prerequisites
Permission of an instructor.

CS 700 : MASTER'S THESIS IN COMPUTER SCIENCE Part 1

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.
Credits 3
Prerequisites
Permission of the CS department

CS 701 : MASTER'S THESIS IN COMPUTER SCIENCE Part 2

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.
Credits 3
Prerequisites
CS 700 and permission of CS department

CS 720 : Advanced Topics in Informatics

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
Credits 3

CSEC 665 : Advanced Digital Forensics

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.
Credits 3

CSEC 670 : Advanced Penetration Testing and Cyberwarfare

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!
Credits 3

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 decisionmaking 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. Personal Interview
8. Complete an impromptu writing sample.
9. Qualifying Score on the New Jersey Department of Education Teacher Candidate Basic Skills Requirement must be met by taking the appropriate PRAXIS Core Examination for students seeking certification. All Graduate Students seeking initial certification must take and pass the Core Academic Skills for Educators Test as part of the application process, prior to admittance into the program. This test is currently numbered #5712-Reading, #5722-Writing, and #5732-Mathematics. Exemption from this test includes proof of 1660 on the SAT, 23 on the ACT or 4.0 analytical writing and combined 310 quantitative and verbal GRE. Any candidate without passing scores will be admitted conditionally and cannot proceed beyond the first semester in the program without meeting the basic skills requirement.
10. Within their first year in the program, graduate students seeking initial certification must also take the appropriate PRAXIS 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 Subject Assessments(s) the student will not be permitted to student teach.
11. Any conditional candidate who does not meet the 3.0 GPA requirement after 6 credits but has a GPA at or greater than 2.75 and continues to seek admission will be expected to take the Graduate Record Examination (GRE) – General Content Knowledge. The student will not be permitted to start the Graduate Program until the GRE scores are received and approved by the Associate Dean of the Graduate Program, School of Education.

Admission Process

1. Complete the application obtained from the Office of Admissions.
2. Submit all supporting documentation required.
3. Pay the application fee to the Office of Admissions.
4. Rating of 3.0 or higher on a 4.0 scale as completed during the interview process. Only complete applications will be considered for admission. The Associate Dean of the Graduate Program, School of Education gives final approval for admission to the School of Education graduate program. The Office of Admissions will notify applicants of the admission decision as soon as possible.

Graduate Non–degree Students:
Admission of Graduate Non–degree Students:

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

Admission Procedures:

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

Undergraduate Enrollment for Graduate Courses:

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

Transfer Credit:

A maximum of 6 credits from other institutions may be credited toward the Master's in Education provided that:

1. the student applies for transfer credit at the time of matriculation;
2. the work was taken in a graduate program for graduate credit;
3. the work was taken within the last 10 years;
4. the grade received was B or higher;
5. the work has been taken at an accredited college or university; and
6. the work is applicable to the student's program.

General Academic Policy

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

Specific Academic Policies Teaching Strands

1. Students must achieve a grade of B or better in all course work at the Graduate Level.
2. Students may repeat no more than two (2) courses in the program. Each enrollment beyond the first week of course instruction is considered an attempt, whether the student completes all or part of the course requirements or officially or unofficially withdraws. A passing grade at the time of withdrawal, either officially or unofficially, is not considered a successful attempt of the course.
3. A student who receives a single grade of 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 36/36 or 42/45 credits, as required in the particular strand.
2. Completion of the required number of credits with a minimum 3.00 cumulative grade point average.
3. Completion of the program with all grades at B or higher.
4. Completion of a Professional Portfolio, Action Research, and/or Capstone Project as required by the Strand.

5. A written comprehensive examination will be required (but not consequential in Fall 2021 and Spring 2022) for all:

- MAEL ESL concentration students graduating
- MAEL Educational Leadership concentration students graduating
- MAEL Learning Disabilities Teacher Consultant (LDTC) concentration students graduating
- MAEL Law Enforcement concentration students graduating
- MAEL Initial Teacher Licensure concentration students graduating
- MAEL BCBA concentration students graduating

Comprehensive Exam Timing:

1. January MAEL candidates - 1st weekend of December
2. May and August MAEL candidates – 1st weekend of May

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, elementary, middle (5-8) or secondary K-12, English as a Second Language, special education, supervisor, principal, and/or school administrator certificates from the Office of Certification, Sammartino Hall, Rutherford Campus. The Certification officer will process completed New Jersey Department of Education, Office of Licensing and Credentials applications with the appropriate state processing fees for any eligible student. This can only be done after successfully completing the designated program. If a student is taking courses as a non-matriculated student, s/he might have to apply for certification on his/her own (this will be determined on an individual basis as based upon their program of study.)

Clinical Internship (Initial Certification):

Students seeking initial 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 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).
3. Complete 20-30 hours of volunteer service working with children. The following activities are acceptable for the additional 30 hours which are completed outside of course work.:
   - Teaching religion class
   - Teaching arts and crafts or sports at recreational center
   - Being a teacher's aide in a summer school program or after school program
   - Assisting with Girl/Boy Scout groups
   - Coaching, assisting in a cheerleading squad, etc.
   - Working with children in hospitals, etc.

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

Maximum Allowable Credits during Clinical Practice

The maximum number of credits during the clinical practice semester cannot exceed 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**
  1. 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.
  2. Upon the recommendation of the Committee, the Dean of the School of Education, with the approval of the Vice President for Academic Affairs, reserves the right to dismiss a student from the Education Program at any time for behavior which is deemed unethical, unprofessional or below established academic standards. The student in question has the right to appeal the decision following the guidelines in the Felician University Catalog.
  3. 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.
  4. 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.

5. 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.

6. If the student fails his/her second attempt, Felician College will not find another placement and will issue a grade of F on the student's transcript.

- **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 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, 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
* Admissions into this program are temporarily suspended *

(Optional) Master of Arts in Education

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

The Master of Education with ESL endorsement requires completion of at least 36 credit-hours of study at the graduate level (EDU 500 and 600 level courses) with a minimum GPA of 3.0 and a minimum grade of B. The fifteen Master completion credits are state pre-approved courses from our Master of Arts in Education program.

Degree Requirements
1. Completion of 15 additional credits, as required in the particular strand, including EDU 570 Introduction to Research.
2. Completion of the required credits with a minimum 3.00 cumulative grade point average.
3. Completion of the program with all grades at B or higher.
4. Completion of Portfolio or Action Research Paper.

Overview

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

Application, Admission and Enrollment
Admission Process

1. Complete the application obtained from the Office of Admissions.
2. Submit all supporting documentation required.
3. Pay the application fee to the Office of Admissions.
4. Complete an Interview and Impromptu Writing Sample.
   ◦ 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.
5. 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.

6. A standard NJ instructional or educational services certificate or its out-of-state equivalent is required. A copy of this certificate must be presented.
7. Proven proficiency in the English language: submit a notarized Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT)
8. Two professional letters of recommendation
9. Personal Interview
10. Completed application
11. Rating of 3.0 or higher on a 4.0 scale as completed during the interview process

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 Master of Arts Students that successfully complete their designated program may obtain applications for ESL endorsement from the Office of Certification, Sammartino Hall, Rutherford Campus. The Certification Officer will process completed New Jersey Department of Education, Office of Licensing and Credentials applications with the appropriate state processing fees for any eligible student. This can only be done after successfully completing their designated program. If a student is taking courses as

a non-matriculated student, s/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, School of Education in accordance with state requirements and mandates.

ESL Endorsement

- *These seven courses are required for endorsement:*

Item #	Title	Credits
EDU 511	Introduction to Language and Linguistics	3
EDU 521	Foundations in Literacy	3
EDU 551	Second Language Acquisition	3
EDU 611	Theory and Practice of Teaching English as a Second Language	3
EDU 651	Curriculum, Methods and Assessment for ESL Learners/ Classroom	3
EDU 656	Literacy for Diverse Populations	3
EDU 532	Culturally Responsive Teaching and the 21st Century Learner	3

Optional — Additional Elective Coursework to Complete the Masters

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.

Item #	Title	Credits
EDU 511	Introduction to Language and Linguistics	3
EDU 521	Foundations in Literacy	3
EDU 551	Second Language Acquisition	3
EDU 532	Culturally Responsive Teaching and the 21st Century Learner	3
EDU 656	Literacy for Diverse Populations	3
EDU 651	Curriculum, Methods and Assessment for ESL Learners/ Classroom	3
EDU 611	Theory and Practice of Teaching English as a Second Language	3
	Total Credits	**21-36**

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.

Professional Courses

*Students must complete LDTC 504 at the end of their program upon completion of all required coursework.

Item #	Title	Credits
LDTC 500	The Impact of Neurological and Physiological Factors on Student Performance	3
LDTC 501	Theory and Practices in Support of Individuals with Dyslexia	3
LDTC 502	Data Driven Decision Making & Collection for Learning Consultants	3
LDTC 503	Addressing the Needs and Diagnosis of Children with Learning Disabilities	3
LDTC 504	LDTC-Clinical Internship	3
EDU 630	Moderate to Profound Disabilities	3
EDU 506	Motivation and Learning in Students With and Without Disabilities	3
EDU 801	Educational Programming for Students with Autism Spectrum Disorders and other Developmental Disabilities	3
	Total Credits	**24**

Teacher of Students with Disabilities Endorsement (TOSD)

Endorsement

(Optional) Master of Arts in Education

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

The Master of Education (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.

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

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

The Master of Education with TOSD endorsement requires completion of an additional 15 credit-hours of study at the graduate level (EDU 500 and 600 level courses) with a minimum GPA of 3.0 and a minimum grade of B. The 15 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.

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 Master of Arts 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. 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, School of Education in accordance with state requirements and mandates.

Endorsement Requirements

Item #	Title	Credits
EDU 685	Foundations of Special Education in a Diverse Society	3
EDU 625	Classroom Management and Positive Behavioral Support	3
EDU 801	Educational Programming for Students with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 656	Literacy for Diverse Populations	3
EDU 658	Understanding Special Populations & Building Collaborative Relationships Across Home, School & Community for All	3
EDU 667	Universal Design and Assistive Technology	3
EDU 671	Supporting the Success of the Uniquely Abled Learner	3

Optional — Additional Elective Coursework to Complete the Masters

- **Courses to be chosen together with the faculty advisor.**
- **Credits are state pre-approved courses from our Master of Arts in Education program.**

Total Credits	**21-36**

Alternate Route: Early Childhood (P–3) Licensure with TOSD Endorsement
Licensure
* Admissions into this program are temporarily suspended *

(Optional) Master of Arts in Education

Students may opt to enter the MA option toward the end of Endorsement coursework (Phase One and in the 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 (Phase Two) and have completed a Change of Program form with their advisor. The Master of Education with TOSD endorsement requires completion of an additional 15 credit-hours of study at the graduate level (EDU 500 and 600 level courses) with a minimum GPA of 3.0 and a minimum grade of B. The fifteen Master completion credits are state pre-approved courses from our Master of Arts in Education program.

Degree Requirements

1. Completion of 15 additional credits, as required in the particular strand. including EDU 570 Introduction to Research.
2. Completion of the required credits with a minimum 3.00 cumulative grade point average.
3. Completion of the program with all grades at B or higher.
4. Completion of Portfolio or Action Research Paper.

Overview

For those who already possess their Certificate of Eligibility in Early Childhood (P-3) and are employed by a school district in an early childhood placement, we offer an alternate route that will allow you to satisfy the state requirements for licensure and have the option to earn your master's degree. Discover how to teach in an inclusive setting and meet the learning needs of young children and uniquely-abled learners.

Program Highlights:

- Designed for current teachers hired under a Certificate of Eligibility looking to advance their career.
- Learn teaching philosophies according to state, national, and local trends.
- Develop additional expertise in specific areas of education and prepare for leadership roles.
- Complete internship hours at your job and earn income from your employer while gaining credits.
- Learn inclusive and culturally responsive pedagogical practices.

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.
4. Complete an Interview and Impromptu Writing Sample.
   - 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.
5. 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.
6. A NJ instructional certificate of eligibility and proof of full-time teaching in an early childhood setting as the teacher of record in a local school district. A copy of this certificate must be presented.
7. Two professional letters of recommendation
8. Personal Interview
9. Completed application
10. Rating of 3.0 or higher on a 4.0 scale as completed during the interview process

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 University is not responsible for changes in a student's program and/or certification resulting from changes in the guidelines or code by New Jersey's Department of Education.

Processing of Licensing Endorsement Applications

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

Courses taken in the School of Education and begin with EDU 657 Transition into Teaching.*

* All students must complete as a part of this course the **Stewards of Children** training and the **Recognizing and Reporting Child Abuse and Neglect** training to meet New Jersey's new requirement for teacher certification.

General Academic Policy

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

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

Phase 1

Item #	Title	Credits
EDU 657	Transition into Teaching	3

Year 1 Semester 1

Item #	Title	Credits
EDU 674	Introduction to Early Childhood	3
EDU 658	Understanding Special Populations & Building Collaborative Relationships Across Home, School & Community for All	3
EDU 659	Mathematical Explorations II & Field	2
EDU 676	The Young Child and Emergent Literacy for Diverse Learners	3
EDU 679 AR	Alternate Route Year 1 Fall Clinical Practice I	1

Year 1 Semester 2

Item #	Title	Credits
EDU 662	Reading Diagnosis and Remediation for Diverse Learners	3
EDU 663	Educational Assessment Development and Evaluation Models	3
ECED 677	Nurturing the Expressive Arts in Young Children	3
EDU 665	Inquiry Based Learning through STEM	3
EDU 681 AR	Alternate Route Year 1 Spring Clinical Practice II	1

Year 1 Summer

Item #	Title	Credits
EDU 684 AR	Clinical Practice Special Education (extended school year)	6

Year 2 Semester 1

Item #	Title	Credits
EDU 667	Universal Design and Assistive Technology	3
EDU 682 AR	Alternate Route Year 2 Clinical Internship and Seminar	2

Year 2 Semester 2

Item #	Title	Credits
EDU 671	Supporting the Success of the Uniquely Abled Learner	3
EDU 683 AR	Alternate Route Year 2 Clinical Internship & Seminar I	2

Optional — Additional Elective Coursework to Complete the Masters

To complete the graduate master's program (Phase Two), 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.

Total Credits		**45-60**

Graduate Initial Licensure: Early Childhood Education (P–3) with TOSD Endorsement

Licensure

(Optional) Master of Arts in Education

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.*

* All students must complete as a part of this course training on ***Harassment, Intimidation, and Bullying (HIB) in the Schools*** and ***Recognizing and Reporting Child Abuse and Neglect*** to meet New Jersey's new requirement for teacher certification.

Phase 1

Item #	Title	Credits
EDU 657	Transition into Teaching	3

Year 1 Semester 1

Item #	Title	Credits
EDU 674	Introduction to Early Childhood	3
EDU 658	Understanding Special Populations & Building Collaborative Relationships Across Home, School & Community for All	3
EDU 659	Mathematical Explorations II & Field	2
EDU 676	The Young Child and Emergent Literacy for Diverse Learners	3

Year 1 Semester 2

Item #	Title	Credits
EDU 662	Reading Diagnosis and Remediation for Diverse Learners	3
EDU 663	Educational Assessment Development and Evaluation Models	3
ECED 677	Nurturing the Expressive Arts in Young Children	3
EDU 665	Inquiry Based Learning through STEM	3

Year 2 Semester 1

Item #	Title	Credits
EDU 667	Universal Design and Assistive Technology	3
EDU 668	Clinical Practice I Seminar	1
EDU 669	Clinical Practice I	2

Year 2 Semester 2

Item #	Title	Credits
EDU 671	Supporting the Success of the Uniquely Abled Learner	3
EDU 672	Clinical Internship Seminar	1
EDU 673	Clinical Internship	8

Optional — Additional Elective Coursework to Complete the Masters

*** Courses to be chosen together with the faculty advisor**

	Total Credits	45-60

Graduate Initial Licensure: Elementary Education (K–6) with TOSD Endorsement
Licensure
(Optional) Master of Arts in Education

To complete the graduate master's program, each student will complete 15 additional credits, as required in the particular strand, including EDU 570 Introduction to Research. 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.

Phase 1

Item #	Title	Credits
EDU 657	Transition into Teaching	3

Year 1 Semester 1

Item #	Title	Credits
EDU 658	Understanding Special Populations & Building Collaborative Relationships Across Home, School & Community for All	3
EDU 659	Mathematical Explorations II & Field	2
EDU 661	Reading/Language Arts & Field	3

Year 1 Semester 2

Item #	Title	Credits
EDU 662	Reading Diagnosis and Remediation for Diverse Learners	3
EDU 663	Educational Assessment Development and Evaluation Models	3
EDU 664	Curriculum Integration and Thematic Teaching through Social Studies and Language Arts	3
EDU 665	Inquiry Based Learning through STEM	3

Year 2 Semester 1

Item #	Title	Credits
EDU 667	Universal Design and Assistive Technology	3
EDU 668	Clinical Practice I Seminar	1
EDU 669	Clinical Practice I	2

Year 2 Semester 2

Item #	Title	Credits
EDU 671	Supporting the Success of the Uniquely Abled Learner	3
EDU 672	Clinical Internship Seminar	1
EDU 673	Clinical Internship	8

Optional — Additional Elective Coursework to Complete the Masters

*** Courses to be chosen together with the faculty advisor**

	Total Credits	**42-57**

Graduate Initial Licensure: Secondary Education (K–12) with TOSD Endorsement

Licensure

(Optional) Master of Arts in Education

To complete the graduate master's program, each student will complete 15 additional credits, as required in the particular strand, including EDU 570 Introduction to Research.15 additional graduate credits. 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.

Phase 1

Item #	Title	Credits
EDU 657	Transition into Teaching	3

Year 1 Semester 1

Item #	Title	Credits
EDU 658	Understanding Special Populations & Building Collaborative Relationships Across Home, School & Community for All	3
EDU 678	Thematic Curriculum Integration: ELA & the Content Areas	3

Year 1 Semester 2

Item #	Title	Credits
EDU 662	Reading Diagnosis and Remediation for Diverse Learners	3
EDU 663	Educational Assessment Development and Evaluation Models	3
	Graduate EDU 314/666 A–E	4

Year 2 Semester 1

Item #	Title	Credits
EDU 667	Universal Design and Assistive Technology	3
EDU 668	Clinical Practice I Seminar	1
EDU 669	Clinical Practice I	2

Year 2 Semester 2

Item #	Title	Credits
EDU 671	Supporting the Success of the Uniquely Abled Learner	3
EDU 672	Clinical Internship Seminar	1
EDU 673	Clinical Internship	8

Optional — Additional Elective Coursework to Complete the Masters

Courses to be chosen together with the faculty advisor

	Total Credits	37-52

Graduate initial Licensure: Elementary Education (K–6) with Middle School (5–8) & TOSD Endorsement

Licensure

(Optional) Master of Arts in Education

To complete the graduate master's program, each student will complete 15 additional credits, as required in the particular strand, including EDU 570 Introduction to Research. 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.

Phase 1

Item #	Title	Credits
EDU 657	Transition into Teaching	3

Year 1 Semester 1

Item #	Title	Credits
EDU 658	Understanding Special Populations & Building Collaborative Relationships Across Home, School & Community for All	3
EDU 659	Mathematical Explorations II & Field	2
EDU 661	Reading/Language Arts & Field	3

Year 1 Semester 2

Item #	Title	Credits
EDU 662	Reading Diagnosis and Remediation for Diverse Learners	3
EDU 663	Educational Assessment Development and Evaluation Models	3
EDU 664	Curriculum Integration and Thematic Teaching through Social Studies and Language Arts	3
EDU 665	Inquiry Based Learning through STEM	3

Year 2 Semester 1

Item #	Title	Credits
EDU 667	Universal Design and Assistive Technology	3
EDU 668	Clinical Practice I Seminar	1
	Graduate EDU 314/666 A–E	4
EDU 669	Clinical Practice I	2

Year 2 Semester 2

Item #	Title	Credits
EDU 671	Supporting the Success of the Uniquely Abled Learner	3
EDU 672	Clinical Internship Seminar	1
EDU 673	Clinical Internship	8

Optional — Additional Elective Coursework to Complete the Masters

Courses to be chosen together with the faculty advisor

	Total Credits	46-61

Master of Arts in Education Leadership – Law Enforcement Track

MA

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.

Educational Leadership – Law Enforcement Track

Item #	Title	Credits
EDU 525	Ethical Leadership: Creating the School Vision and Culture	3
EDU 535	School Finance and the Economics of Education	3
EDU 540	Curriculum Development	3
EDU 570	Introduction to Research	3
EDU 622	Schools and Community Relations	3
EDU 660	Supervision of Personnel and Performance Appraisal	3
EDU 670	Supervision and Organizational Administration	3
EDU 679	School Law, Policy and Regulations in Administration	3
EDU 690	Current Trends and Issues in Curriculum	3
EDU 701	Data-Informed Leadership	3
EDU 700	Statistical and Research Methods in Education I	3
EDU 710	Statistical & Research Methods in Education II	3
	Total Credits	**36**

Masters of Arts in Education: Behavior and Autism Studies
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 current students entering the program will participate in graduate courses that meet the BCBA Task List V Requirements. https://www.bacb.com/wp-content/uploads/2020/11/BCBA2022EligibilityRequirements_210513.pdf

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 (24 credits) and one required practicum (3 credits) as well as 15 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. Students must earn a "B-" or greater in each ABA course in order for it to count towards program completion.

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. While completing the coursework, students are also responsible for collecting the 2,000 fieldwork hours necessary to be eligible to sit for the BCBA exam. While at Felician, students may enroll in practicum courses to accrue their fieldwork hours. Students may take additional practicum courses as electives, however not all hours will be completed through the practicum courses. Students are responsible for tracking and collecting any additional hours needed. It should be noted that completion of fieldwork hours and passing of the exam are 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.

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.

* Students will take 15 credit hours of additional elective coursework chosen with their faculty advisor in the areas of education, psychology, or business.

Course Delivery

The eight VCS approved courses are offered remotely synchronously through 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.
The additional 15 credits of coursework to complete the master's degree are offered through an asynchronous format.

Course Sequencing and Prerequisites

The graduate program curriculum has been designed to have a student participate in introductory courses (EDU 800, 801, & 802) prior to participating in intermediate and advanced courses (EDU 803, 804, 805, 809, 810). Students are encouraged to take at least one ABA course prior to enrolling in the practicum course. If students are interested in taking more than the recommended courses during the first year, additional electives are available in order to ensure ABA courses are taken in the appropriate order.

Additional Elective Coursework Options

To complete the graduate master's program, each student will complete 15 additional elective credits. Fifteen 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, students may take coursework in psychology or business in consultation with their advisor.

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.

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.
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 BCBA Task List V and the skills necessary to interact effectively with consumers, supervisors, parents, and other professionals. Securing a supervision site and Responsible BCBA or BCBA-D is required prior to course enrollment. There is assistance available for students who need to find placements and supervisors, however, Felician University cannot guarantee practicum placement or access to a Fieldwork supervisor.

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.

Masters of Arts in Education: Behavior and Autism Studies Courses

Item #	Title	Credits
EDU 800	Assessment Methods with Individuals with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 801	Educational Programming for Students with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 802	Basic Applied Behavior Analysis for Students with Autism Spectrum Disorders and other Developmental Disabilities –	3
EDU 803	Single Subject Assessment Methodology	3
EDU 804	Autism: Collaborative ABA Transdisciplinary Intervention	3
EDU 805	Ethics and Professional Standards in ABA	3
EDU 809	Advanced Concepts and Principles of Applied Behavior Analysis	3
EDU 810	Behavioral Assessment & Team Based Programming	2
EDU 811 S	Seminar Component of Practicum in ABA	1-1
EDU 811 F	Field Component of Practicum in ABA	2-2

Electives

15 credits of electives chosen with faculty advisor

	Total Credits	**42**
Course Sequencing		

First Term ABA MA

Item #	Title	Credits
EDU 800	Assessment Methods with Individuals with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 801	Educational Programming for Students with Autism Spectrum Disorders and other Developmental Disabilities	3

Second Term ABA MA

Item #	Title	Credits
EDU 802	Basic Applied Behavior Analysis for Students with Autism Spectrum Disorders and other Developmental Disabilities –	3

Third Term ABA MA

Fourth Term ABA MA

Fifth Term ABA MA

Sixth Term ABA MA

Seventh Term ABA MA

Item #	Title	Credits
	ABA MA Elective	3
	ABA MA Elective	3

Masters of Arts in Education: Special Education and Behavior and Autism Studies

MA

Requirements for the Masters 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.

The courses are listed below:

Course #	Course Title	Credits
EDU 656:	Literacy for Diverse Pops	3
EDU 658:	Understanding Special Pops.	3
EDU 667:	Uni Design and Ass. Tech	3
EDU 671:	Supp Success of Uniquely Abled	3
EDU 685:	Special Education: A Diverse Society	3
EDU 800:	Assessment Methods with Individuals with ASD and DD	3
EDU 801:	Educational Programming for Students with ASD and DD	3
EDU 802:	Basic Applied Behavior Analysis for Students with ASD and DD	3
EDU 803:	Single Subject Assessment Methodology	3
EDU 804:	Autism: Collaborative ABA Transdisciplinary Intervention	3
EDU 805	Ethics and Professional Standards in ABA	3

EDU 809:	Advanced Concepts and Principles of Applied Behavior Analysis	3
EDU 810:	Behavioral Assessment & Team Based Programming	2
EDU 811 S:	Seminar Component of Practicum in ABA	1
EDU 811 F:	Field Component of Practicum in ABA	2
OPTIONAL ELECTIVES		
EDU 812 S:	Seminar Component of Practicum in ABA	1
EDU 812 F:	Field Component of Practicum in ABA	2
EDU 813 S:	Seminar Component of Practicum in ABA	1
EDU 813 F:	Field Component of Practicum in ABA	2
EDU 814 S:	Seminar Component of Practicum in ABA	1
EDU 814 F:	Field Component of Practicum in ABA	2

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 20000 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.

Masters of Arts in Education: Special Education and Behavior and Autism Studies Courses

Item #	Title	Credits
EDU 802	Basic Applied Behavior Analysis for Students with Autism Spectrum Disorders and other Developmental Disabilities –	3
EDU 800	Assessment Methods with Individuals with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 801	Educational Programming for Students with Autism Spectrum Disorders and other Developmental Disabilities	3
EDU 803	Single Subject Assessment Methodology	3
EDU 804	Autism: Collaborative ABA Transdisciplinary Intervention	3
EDU 805	Ethics and Professional Standards in ABA	3
EDU 809	Advanced Concepts and Principles of Applied Behavior Analysis	3
EDU 810	Behavioral Assessment & Team Based Programming	2
EDU 656	Literacy for Diverse Populations	3
EDU 658	Understanding Special Populations & Building Collaborative Relationships Across Home, School & Community for All	3
EDU 667	Universal Design and Assistive Technology	3
EDU 671	Supporting the Success of the Uniquely Abled Learner	3
EDU 685	Foundations of Special Education in a Diverse Society	3
	Total Credits	**38**

Course Sequencing

Masters of Arts in Education: Special Education and Behavior and Autism Studies

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
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
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
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 Course Descriptions

ECED 677 : Nurturing the Expressive Arts in Young Children

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.
Credits 3

EDU 65 : Mathematical Explorations II & Field

This course is designed for mathematical instruction through learning theories, instructional techniques and effective pedagogical practices specific to addressing the following topics: Constructivism, concept development, problem solving, use of manipulatives, analysis of student's mathematical reasoning, technology, assessment development and differentiation of instruction to address diverse and special education populations. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused one effective planning for instruction and completion of small-group instructional field observation.
Credits 3

EDU 505 : Educating all Populations
Credits 3

EDU 506 : Motivation and Learning in Students With and Without Disabilities

This course is designed to enable pre-service and novice teachers to understand and apply essential topics in teaching and learning including development, motivation, growth versus fixed mindsets, and performance versus mastery goal orientations. Through relating theoretical frameworks to empirical research and applying them to classroom settings, pre-service and novice teachers will be better able to understand their own experience as learners and conceptualize their future practice as teachers in relation to students with and without disabilities. Focus is on developing a socio-culturally based understanding of uniquely-abled children's physio-motor, cognitive, social/emotional, and communication development from birth to middle childhood. By researching, observing, and developing strategies students will become adept at providing interventions that promote optimal learning and development among all children situated in multiple contexts.
Credits 3

EDU 506 : Motivation and Learning in Students With and Without Disabilities

This course is designed to expose pre-service and novice to essential topics in teaching and learning including development, motivation, growth versus fixed mindsets, and performance versus mastery goal orientations. Through relating theoretical frameworks to empirical research and applying them to classroom settings, pre-service and novice teachers will be better able to understand their own experience as learners and conceptualize their future practice as teachers in relation to students with and without disabilities. Focus is on developing a socio-culturally based understanding of uniquely-abled children's physio-motor, cognitive, social/emotional, and communication development from birth to middle childhood. By researching, observing, and developing strategies students will become adept at providing interventions that promote optimal learning and development among all children situated in multiple contexts.
Credits 3

EDU 509 : School and Classwide Positive Behavioral Interventions and Supports

This course introduces students to Positive Behavioral Interventions and Support (PBIS) at the school and class-wide levels through a lens of Multi-tiered Systems of Support. This course focuses on classroom and school wide support at Tier 1 and interventions at Tier 2. Students will learn how to design and implement these interventions as teachers and teacher leaders.
Credits 3

EDU 511 : Introduction to Language and Linguistics

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.
Credits 3

EDU 515 : Special Education: Current Trends and Issues

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.
Credits 3

EDU 521 : Foundations in Literacy

This course examines early reading and language arts instruction. Emphasis will be placed on the teaching of reading and processes throughout all the stages of development, and the implications for teachers as they infuse new literacies into the curriculum. Current issues, research, theory, and instructional practices in reading and language arts will be explored. Twelve hours of observation and fieldwork is a requirement for this course (Eighteen for those seeking ESL Endorsement)
Credits 3

EDU 525 : Ethical Leadership: Creating the School Vision and Culture

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.
Credits 3

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

This course is designed to prepare teachers with a foundation for educating culturally diverse populations of students in the k-12 school setting. Historical foundations and cultural perspectives of education are discussed. This course will consider the role culture plays in teaching and learning and what it means to be culturally responsive in order to establish a classroom in which students can succeed academically and grow socially and emotionally.
Credits 3

EDU 535 : School Finance and the Economics of Education

This course will examine the principles of developing and managing a school budget and its relationship to student learning, standardized testing and data analysis, school facilities and the school/parent community. Strategies for making short and long-range finance decisions are explored. Topics include: establishing a context for understanding school finance policy, the operation of the school as it relates to the budgeting of resources, management of plant facilities, and design of the organization's structure within the building, the school budget process, and rethinking school finance to attain high standards. Throughout the course, the skill of being a reflective practitioner will be emphasized through hands-on activities and computer simulation
Credits 3

EDU 540 : Curriculum Development

This course is designed to emphasize how curriculum is developed, what are the factors that impact on curricular decisions and the role that National and State Standards for student learning plays in curricular decisions. Attention will be given to the New Jersey Common Core State Standards, New Jersey Professional Teaching Standards (NJPTS) and the New Jersey Professional Standards for School Leaders (NJPSSL), as well as the Interstate New Teacher Assessment and Support Consortium (INTASC). The topics covered are the processes involved in designing curriculum; how curricular decisions are made at various levels; appropriate concern for students and students' needs; the development of students (cognitive, affective, & psychomotor domains); and implementation and assessment of curriculum within the school district. Emphasis will be placed on what constitutes curriculum and how it is designed, developed, and assessed.
Credits 3

EDU 551 : Second Language Acquisition

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.

Credits 3
Prerequisites
EDU 511 Introduction to Language and Linguistics

EDU 570 : Introduction to Research

This course will provide an overview of both qualitative research and quantitative descriptive/ referential 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), nonparametric (Chi-square 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 the students to conceptualize a preliminary proposal for their Master's Thesis or Action Research Project based upon the concepts covered during the semester.

Credits 3

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

This course advances the theoretical foundations of second language acquisition. Instructional approaches regarding second language acquisition and the ESL classroom will be reviewed in addition to practical application of these theories. Professional dispositions required to work effectively with ESL/ ELL students will be introduced.

Credits 3
Prerequisites
EDU 551 Second Language Acquisition

EDU 622 : Schools and Community Relations

This course is designed to provide graduate student leaders with a thorough understanding of social, political and economic factors that influence a school's relationship with various community agencies and stakeholders. The purpose, scope, essential elements, and impact of a successful school-community relations will be explored. Students will develop skills in communication in relations to teachers, family, and community partnership and collaboration. Specific topics will focus on improvement of school programs and school climate, family services and support, connect families with others in the school and in the community, and help teachers with their work.

Credits 3

EDU 625 : Classroom Management and Positive Behavioral Support

Credits 3

EDU 630 : Moderate to Profound Disabilities

Credits 3

EDU 645 : School Law and Policy Regulations Administration

This course is designed to examine the challenges confronting K-12 educational leaders within the framework of federal and state 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. 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.

Credits 3

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

This course is designed to introduce teachers to appropriate methods and assessments for facilitating and evaluating instruction with English language learners. It reviews emergent literacy, vocabulary development, reading and writing skills with the ESL/ELL student as the focus. Ten hours of fieldwork working with an ESL/ELL student is a component of this course. Fieldwork may be completed in the current classroom setting.
Credits 3
Prerequisites
EDU 551 Second Language Acquisition

EDU 656 : Literacy for Diverse Populations

This course is designed to facilitate program evaluation, curricular decision making, and instructional practices by emphasizing the processes of reading in a culturally and abilities-diverse classroom. Constructs examined include language processes and the components of successful reading instruction including phonology, phonics, morphology, fluency, and comprehension. Elements of spelling and writing are explored, particularly as they relate to reading. Students will be introduced to informal progress monitoring tools as well as a sample of commonly used formal assessment measures. Emphasis is placed on addressing the needs of ELL/ESL student and students with special needs.
Credits 3
Prerequisites
EDU 521: Foundations in Literacy

EDU 657 : Transition into Teaching

This course is an introduction to regular and special education as a profession through the examination of the historical and philosophical foundations of education in the United States and the impact of educational policy and implementation on current school structures and the profession of teaching. The course will explore the following topics: educational standards, school law (IDEA, 504, topics specific to professional dispositions and case studies), introduction and overview of the characteristics of students with unique-abilities and Autism and appropriate professional dispositions and expectations such as: lesson planning, classroom management, understanding the role of teacher (Early Childhood-Secondary) and the connectivity between school structures and the evolution of the schools for tomorrow (traditional/charter/private/special education settings).
Credits 3

EDU 658 : Understanding Special Populations & Building Collaborative Relationships Across Home, School & Community for All

This course examines the nature of children (uniquely abled, English Language Learners), their family structures and challenges specific to professional interaction with community agencies and advocacy regarding the transition of special populations (planning, implementation and collaboration with agencies). Candidates will investigate the nature, needs and implications for education programming, curriculum, and instruction for children identified as "special populations" including: physical disabilities, cognitive impairments, Autism and other developmental disabilities in both inclusive and out-of-district placements; as well as challenges for English Language Learners. Topics will be presented in broad terms addressing both typical and special populations served in schools and viewed through the lens of the lifecycle of the school-aged learner, as well as, addressing the person-centered transition planning model for special populations transitioning to adult service agencies.
Credits 3

EDU 659 : Mathematical Explorations II & Field

This course is designed for mathematical instruction targeting early childhood populations through learning theories, instructional techniques and effective pedagogical practices specific to addressing the following topics: Constructivism, concept development, problem solving, use of manipulatives.
Credits 2

EDU 660 : Supervision of Personnel and Performance Appraisal

This course presents models of evaluation/ supervision in P – 12 settings. Topics include policies regarding supervision; diversity and its influence on a person's mental maps; active listening, dialoging and conferencing skills; collaboration/teaming skills for teacher empowerment; consideration of testing data in teacher evaluation; and alternative forms of evaluation and curriculum development in accordance with the current standards. This course is designed to prepare the beginning supervisor/ principal for the formidable task of working with both veteran and beginning teachers. The course will address the development and maintenance of trust, flexibility, cognition and instruction, and ways of assessing interactions. Issues that will be addressed include: strategies to set aside bias in cross-cultural communications; teachers and time (sequencing of lesson, simultaneity, synchronicity, duration, rhythm, and temporal logic); questioning strategies to cause engagement of the mind; language patterns that lead teachers to greater states of efficacy; and craftsmanship in reflective practice.
Credits 3

EDU 661 : Reading/Language Arts & Field

This course is designed to provide teacher candidates with an opportunity to review Language Arts curriculum frameworks and theories, instructional techniques and effective pedagogical practices specific to addressing the following topics: text and material selections spanning kindergarten through grade 6, effective questioning techniques, reading/writing workshop, grammar and communication development/support and assessment development and differentiation of instruction to address diverse populations. Candidate are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation.
Credits 3

EDU 662 : Reading Diagnosis and Remediation for Diverse Learners

This course is designed to introduce and reinforce necessary strategies for general and special student populations and to promote student achievement as a basis for planning instruction as well as document student proficiencies in reading. This course explores informal and formal assessment procedures used for diagnostic purposes and instructional strategies that reinforce strengths and address remediation for reading and comprehension deficiencies.
Credits 3

EDU 663 : Educational Assessment Development and Evaluation Models

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.
Credits 3

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

This course is designed to provide teacher candidates with an opportunity to review Social Studies curriculum frameworks and theories through instructional techniques and effective pedagogical practices specific to addressing the following topics: current events, diversity in the classroom, Social Constructivism, Inquiry Based Problem Solving, Problem Based Learning, effective questioning techniques, Socratic Method and the utilization of Primary and Secondary Sourcing to support the development and differentiation of instruction to address diverse populations. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation.
Credits 3

EDU 665 : Inquiry Based Learning through STEM

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.
Credits 3

EDU 666a : Inquiry Based Learning for Content Methods (English)

This course is designed to provide teacher candidates with an opportunity to review methods, theories, activities and pedagogy supporting inquiry-based learning through their identified area of curriculum and licensure. Candidates will explore how to integrate technology applications to support engaging instructional practice, support instructional environments focused on differentiation of instruction and modified technology applications to promote thematic learning, and discovery learning management through problem-based learning modules. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation (*Candidates can embed this experience during their 180 Clinical Practice Field Hours if being used for Middle School Endorsement.
Credits 3

EDU 666b : Inquiry Based Learning for Content Methods (Social Studies)

This course is designed to provide teacher candidates with an opportunity to review methods, theories, activities and pedagogy supporting inquiry-based learning through their identified area of curriculum and licensure. Candidates will explore how to integrate technology applications to support engaging instructional practice, support instructional environments focused on differentiation of instruction and modified technology applications to promote thematic learning, and discovery learning management through problem-based learning modules. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation (*Candidates can embed this experience during their 180 Clinical Practice Field Hours if being used for Middle School Endorsement).
Credits 3

EDU 666c : Inquiry Based Learning for Content Methods (Mathematics)

This course is designed to provide teacher candidates with an opportunity to review methods, theories, activities and pedagogy supporting inquiry-based learning through their identified area of curriculum and licensure. Candidates will explore how to integrate technology applications to support engaging instructional practice, support instructional environments focused on differentiation of instruction and modified technology applications to promote thematic learning, and discovery learning management through problem-based learning modules. Candidates are required to demonstrate proficiency of skills through assigned field assignments focused on effective planning for instruction and completion of small-group instructional field observation (*Candidates can embed this experience during their 180 Clinical Practice Field Hours if being used for Middle School Endorsement).
Credits 3

EDU 666d : Inquiry Based Learning for Content Methods (Science)

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

Credits 3

EDU 666e : Inquiry Based Learning for Content Methods (Art)

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

Credits 3

EDU 667 : Universal Design and Assistive Technology

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.

Credits 3

EDU 668 : Clinical Practice I Seminar

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

Credits 1

EDU 669 : Clinical Practice I

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

Credits 2

EDU 670 : Supervision and Organizational Administration

This course provides participants with an opportunity to identify and reflect upon the assumptions that support their leadership behavior in four domains: communicator, manager, educational leader, and problem solver. Given the complexity of school leadership, candidates for the supervision and/or principal endorsements need to rely on a strong understanding of themselves, and the myths and assumptions that support their theories, models, concepts, strategies and techniques defining their approach to school leadership. The course will reinforce the Felician mission of being a competent, caring, and compassionate educator.
Credits 3

EDU 671 : Supporting the Success of the Uniquely Abled Learner

This course is designed to provide the Clinical Intern with appropriate educational approaches and strategies regarding IEP development and implementation, the role of related service professionals in meeting the needs of children through advocacy, referrals, modification implementation and challenges regarding HIB regulations and providing a safe environment to learn. Candidates will examine the programming, curriculum and instruction of children with learning and behavioral disorders such as: Autism, Attention Deficit Disorder, Anxiety, Defiance, Speech/Language Delays and Mild/Moderate Cognitive Delays. Emphasis will be placed on methods for management, planning and evaluating effective and measurable instructional strategies.
Credits 3

EDU 672 : Clinical Internship Seminar

This seminar is designed to emphasize themes and guidelines as it relates to the instructional planning, modality of instruction, assessment design and promoting a successful and inclusive learning environment during the Clinical Internship experience. Candidates work with the seminar instructor in preparation for the submission of the required exit measure required for licensure.
Credits 1

EDU 672 AR : Alternate Route Year 2 Clinical Internship and Seminar

This seminar is designed to emphasize themes and guidelines as it related to the instructional planning, modality of instruction, assessment design, and promoting a successful and inclusive learning environment during the second year of the clinical internship for the Teacher of Record placed in a P-3 early childhood classroom. Candidates work with the seminar instructor in preparation for the submission of the required teaching and performance portfolio required for licensure and continued employment. All candidates are formally supervised by a University supervisor four (4) times to assess the candidates' skills, knowledge, and professional dispositions. All candidates must successfully submit a completed teacher performance portfolio and secure the required passing score determined by the NJDOE to be eligible for teacher licensure upon program completion and the end of their second year of enrollment in the Provisional Teacher Program.
Credits 1-2

EDU 673 : Clinical Internship

This clinical experience is designed to provide the Clinical Intern with an assigned Cooperating Teacher and to assume the role and demonstrate ability to serve as the lead instructor. Candidates are required to be actively engaged in the planning, instruction and assessment of their assigned learning environment. Formal assessments will be conducted to assess the candidate's skills, knowledge and professional dispositions. All candidates in the Clinical Internship experience are required to complete a full-time instructional experience for fifteen weeks (525 hours) and be observed formally by a Cooperating Teacher and University Supervisor. All candidates must successfully submit a completed teacher performance portfolio and secure the required passing score determined by the NJDOE to be eligible for teacher licensure upon program completion.
Credits 8

EDU 674 : Introduction to Early Childhood

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

Credits 3

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

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

Credits 3

EDU 678 : Thematic Curriculum Integration: ELA & the Content Areas

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

Credits 3

EDU 679 : School Law, Policy and Regulations in Administration

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.

Credits 3

EDU 679 AR : Alternate Route Year 1 Fall Clinical Practice I

Credits 1

EDU 681 AR : Alternate Route Year 1 Spring Clinical Practice II
Credits 1

EDU 682 AR : Alternate Route Year 2 Clinical Internship and Seminar
This seminar is designed to emphasize themes and guidelines as it related to the instructional planning, modality of instruction, assessment design, and promoting a successful and inclusive learning environment during the second year of the clinical internship for the Teacher of Record placed in a P-3 early childhood classroom. Candidates work with the seminar instructor in preparation for the submission of the required teaching and performance portfolio required for licensure and continued employment. All candidates are formally supervised by a University supervisor four (4) times to assess the candidates' skills, knowledge, and professional dispositions. All candidates must successfully submit a completed teacher performance portfolio and secure the required passing score determined by the NJDOE to be eligible for teacher licensure upon program completion and the end of their second year of enrollment in the Provisional Teacher Program.
Credits 2

EDU 683 AR : Alternate Route Year 2 Clinical Internship & Seminar I
Credits 2

EDU 684 AR : Clinical Practice Special Education (extended school year)
Candidates will complete a special education experience during the extended school year session in a private special education school setting in partnership with Felician University. This special education clinical experiences are designed to emphasize themes and guild lines as it relates to the instructional planning, modality of instruction, assessment design and promoting a successful experience working as a special educator. All candidates are formally supervised by a University supervisor four (4) times to assess the candidates' skills, knowledge and professional dispositions.
Credits 6

EDU 685 : Foundations of Special Education in a Diverse Society
Credits 3

EDU 690 : Current Trends and Issues in Curriculum
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 organizational guidelines. They will develop the skills necessary to be effective educational leaders at the building level.
Credits 3

EDU 700 : Statistical and Research Methods in Education I
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.
Credits 3

EDU 701 : Data-Informed Leadership
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.
Credits 3

EDU 710 : Statistical & Research Methods in Education II

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.

Credits 3

EDU 715 : Internship in Administration I

Students will develop an understanding of educational procedures and problems as they are involved in an actual administrative situation. Working with a mentor in a workplace environment, students will learn strategic, knowledge of the strengths or lack of merit of various programs. The course will focus on six major areas that influence the field of curriculum: philosophy, teaching, learning, instruction, supervision, and policy. Students will be presented with and encouraged to examine and debate popularly held traditional beliefs versus more controversial viewpoints. An emphasis will be place on students' ability to make ethical decisions that honor the needs of the broader community. Emphasis is place on the Felician mission of being a competent, caring, and compassionate educator.

Credits 3
Prerequisites
EDU 540 MS

EDU 720 : Internship in Administration II

This course is a continuation of EDU 715 MS. Students will continue to develop an understanding of educational procedures and problems as they are involved in an actual administrative situation. Working with a mentor in a workplace environment, students will learn strategic, contextual, instructional and contextual, instructional and organizational guidelines. They will develop the skills necessary to be effective educational leaders at the building level. The administrative intern will spend three hundred (300) hours over the course of a full year working with a mentor who is presently a practicing principal, and who has a minimum of three (3) years' experience as an Assistant/Vice Principal and/or a Principal with at least one (1) year in the intern's school district. In addition, the principal intern will spend two hundred (200 hours over the course of two (2) semesters (EDU 715 MS, EDU 720 MS) involved in an action research project related to the school plan. The findings of the action research project will be submitted as the Action Research Paper. In addition to class discussions, guest speakers and round table discussions will address topics studied in class and/or of interest to the students.

The administrative intern will spend three hundred (300) hours over the course of a full year working with a mentor who is presently a practicing principal, and who has a minimum of three (3) years' experience as an Assistant/Vice Principal and/or a Principal with at least one (1) year in the intern's school district. The principal intern will spend two hundred (200) hours over the course of two (2) semesters (EDU 715 MS, EDU 720 MS) involved in an action research project related to the school plan. The findings of the action research project will be submitted as an Action Research Paper. In addition to class discussions, guest speakers and round table discussions will address topics studied in class and/or of interest to the students.

Credits 3
Prerequisites
EDU 715 MS

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

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.
Credits 3

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

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.
Credits 3

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

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.
Credits 3

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

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.
Credits 3

EDU 803 : Single Subject Assessment Methodology

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.
Credits 3

EDU 804 : Autism: Collaborative ABA Transdisciplinary Intervention

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.
Credits 3

EDU 804 : Autism: Collaborative ABA Transdisciplinary Intervention

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.
Credits 3

EDU 805 : Ethics and Professional Standards in ABA

During this course, students will acquire an in-depth understanding of ethical and professional conduct standards for behavior therapists based on the BACB Professional Disciplinary and Ethical Standards and the BACB Guidelines for Responsible Conduct for Behavior Analysts. This course is consistent with BACB requirement for meeting course content in Ethical and Professional Conduct.
Credits 3

EDU 806 : Practicum in Applied Behavior Analysis

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.
Credits 3

EDU 807 : Advanced Practicum in Applied Behavior Analysis

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.
Credits 3

EDU 809 : Advanced Concepts and Principles of Applied Behavior Analysis

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.
Credits 3

EDU 810 : Behavioral Assessment & Team Based Programming

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.
Credits 2

EDU 811 F : Field Component of Practicum in ABA

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.
Credits 2-2

EDU 811 S : Seminar Component of Practicum in ABA

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.
Credits 1-1

EDU 812 F : Field Component of Practicum in ABA

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.
Credits 2-2

EDU 812 S : Seminar Component of Practicum in ABA

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.
Credits 1-1

EDU 813 F : Field Component of Practicum in ABA

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.
Credits 2-2

EDU 813 S : Seminar Component of Practicum in ABA

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.
Credits 1-1

EDU 814 F : Field Component of Practicum in ABA

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.
Credits 2-2

EDU 814 S : Seminar Component of Practicum in ABA

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.
Credits 1-1

LDTC 500 : The Impact of Neurological and Physiological Factors on Student Performance

This course emphasizes the physiological and neurological impact on student performance 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.
Credits 3

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.**

Post Master's Certificate: School Principal Endorsement
Endorsement

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, San Martino 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. 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, School of Education in accordance with state requirements and mandates.

Principal Endorsement Requirements:

Item #	Title	Credits
EDU 525	Ethical Leadership: Creating the School Vision and Culture	3
EDU 535	School Finance and the Economics of Education	3
EDU 622	Schools and Community Relations	3
EDU 660	Supervision of Personnel and Performance Appraisal	3
EDU 670	Supervision and Organizational Administration	3
EDU 645	School Law and Policy Regulations Administration	3
EDU 690	Current Trends and Issues in Curriculum	3
EDU 701	Data-Informed Leadership	3
EDU 715	Internship in Administration I	3
EDU 720	Internship in Administration II	3
	Total Credits	**30**

Post Master's Certificate: School Supervisor Endorsement

Endorsement

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, San Martino 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.

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.

Supervision Endorsement Requirements:

Item #	Title	Credits
EDU 540	Curriculum Development	3
EDU 660	Supervision of Personnel and Performance Appraisal	3
EDU 670	Supervision and Organizational Administration	3
EDU 690	Current Trends and Issues in Curriculum	3
	Total Credits	**12**

Master of Arts in Education Leadership

MA

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 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. 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 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.

Required Courses for Supervisor Endorsement

Item #	Title	Credits
EDU 540	Curriculum Development	3
EDU 660	Supervision of Personnel and Performance Appraisal	3
EDU 690	Current Trends and Issues in Curriculum	3
EDU 670	Supervision and Organizational Administration	3

Required Courses for Principal Endorsement

Item #	Title	Credits
EDU 525	Ethical Leadership: Creating the School Vision and Culture	3
EDU 515	Special Education: Current Trends and Issues	3
EDU 535	School Finance and the Economics of Education	3
EDU 622	Schools and Community Relations	3
EDU 645	School Law and Policy Regulations Administration	3
EDU 701	Data-Informed Leadership	3

Required Internship

Item #	Title	Credits
EDU 715	Internship in Administration I	3
EDU 720	Internship in Administration II	3
	Total Credits	**36**

Master of Arts in Education Leadership – Law Enforcement Track

MA

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.

Educational Leadership – Law Enforcement Track

Item #	Title	Credits
EDU 525	Ethical Leadership: Creating the School Vision and Culture	3
EDU 535	School Finance and the Economics of Education	3
EDU 540	Curriculum Development	3
EDU 570	Introduction to Research	3
EDU 622	Schools and Community Relations	3
EDU 660	Supervision of Personnel and Performance Appraisal	3
EDU 670	Supervision and Organizational Administration	3
EDU 679	School Law, Policy and Regulations in Administration	3
EDU 690	Current Trends and Issues in Curriculum	3
EDU 701	Data-Informed Leadership	3
EDU 700	Statistical and Research Methods in Education I	3
EDU 710	Statistical & Research Methods in Education II	3
	Total Credits	**36**

Education Leadership Course Descriptions

EDU 679 : School Law, Policy and Regulations in Administration

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.

Credits 3

EDU 700 : Statistical and Research Methods in Education I

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.

Credits 3

EDU 710 : Statistical & Research Methods in Education II

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.

Credits 3

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; 37 credits; 3 years
- Family Nurse Practitioner; 40 credits; 3 years

Certificate Programs

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

- Adult-Gerontology Primary Care Nurse Practitioner; 30 credits; 3 years
- Family Nurse Practitioner; 33 credits; 3 years

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.

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 and 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 or Family Nurse Practitioner tracks are eligible to take the certification examination from the American Nurses' Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP) and apply to the State Board of Nursing for certification as an Advanced Practice Nurse.

- 44 Credits Adult-Gerontology Primary Care Nurse Practitioner Track (as of 2024 Curriculum)

- 47 Credits Family Nurse Practitioner Track (as of 2024 Curriculum)

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 two professional and/or academic references from persons qualified to judge applicant's ability to succeed in graduate study.
- Submission of all official academic transcripts.
- A notarized copy of the photo page of a government-issued identification such as passport or driver's license.
- International academic credentials are reviewed by an international accrediting agency (World Education Services) on an individual basis.
- A minimum score of 79 on the Internet-based TOEFL or 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 New Jersey facilities, and APN students must hold licensure as a professional Registered Nurse in New Jersey. 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
  - 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 – 44 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 (as of 2024 Curriculum)

- Family Nurse Practitioner Track – 40 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 (as of 2024 Curriculum)

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 or Family 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 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 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).

- 37 Credits - Post Master's Certificate in Adult-Gerontology Primary Care Nurse Practitioner (as of 2024 Curriculum)

- 40 Credits - Post Master's Certificate in Family Nurse Practitioner (as of 2024 Curriculum)

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 two professional and/or academic references from persons qualified to judge applicant's ability to succeed in graduate study.
- Submission of all official academic transcripts.
- A notarized copy of the photo page of a government-issued identification such as passport or driver's license.
- International academic credentials are reviewed by an international accrediting agency (World Education Services) on an individual basis.
- A minimum score of 79 on the Internet-based TOEFL or 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 and Family 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

Successful completion of:

- Adult-Gerontology Primary Care Nurse Practitioner Track – 37 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 (as of 2024 Curriculum)

- Family Nurse Practitioner Track – 40 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 (as of 2024 Curriculum)

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. Credits must have been earned within the last five years*, and the student must have received a grade of B or higher. *Advanced Pharmacology 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.

Academic Policies

Auditing of courses is not permitted.

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

Progression Policy

- Students must achieve a grade of B or higher in all courses in the program.
- A passing grade in a clinical or practicum course requires that the student receives a grade of B or higher in the course and a **_pass_** in the clinical or practicum component. A failure in the clinical or practicum component results in an automatic failure for the course.
- If a student does not achieve a grade of B or higher on the first attempt of a course, that course can be repeated once. Failure to achieve a grade of B or higher on the second attempt will result in program dismissal.
- Students who earn two grades lower than B will be dismissed from the program.
- DNP students who earn two unsatisfactory grades for NURS 899 Ongoing Doctoral Matriculation will be dismissed from the program.
- Students may repeat no more than 2 different courses in the program.
- Each enrollment beyond the first week of course instruction is considered an attempt, whether the student completes all or part of the course requirements or officially or unofficially withdraws. A passing grade at the time of withdrawal, either officially or unofficially, is not considered a successful attempt of the course. Circumstances surrounding a withdrawal request should be discussed with the Associate Dean.

Incomplete Grade (INC) Policy

- Students may request this designation if they have not completed course requirements, 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.

Post Master's Certificate in Adult Gerontology Primary Care Nurse Practitioner
Certificate

Program length: 24 months

Term 1

Item #	Title	Credits
NURS 505	Advanced Clinical Pathophysiology	3
NURS 540	Pharmacology/Prescriptive Practice	3

Term 2

Item #	Title	Credits
NURS 530	Advanced Health Assessment	3
NURS 661	Primary Care I: Prevention and Education	3

Term 3

Item #	Title	Credits
NURS 662	Primary Care II: Diagnosis and Management	3

Before Term 4

Item #	Title	Credits
NURS 699	Clinical Skills Competency Intensive	1

Term 4

Item #	Title	Credits
NURS 674	Practicum: Primary Care Adult Gerontology	4
NURS 705	Nursing Informatics	3

Term 5

Item #	Title	Credits
NURS 675	Practicum: Subacute and Long-Term Care	4
NURS 701	Leadership and Quality Improvement in Healthcare Systems	3

Term 6

Item #	Title	Credits
NURS 676	Practicum: Primary Care Adult Gerontology II	4
NURS 645	APN Seminar	3
	Total Credits	**37**

Post Master's Certificate in Family Nurse Practitioner

Certificate

Program length: 24 months

Term 1

Item #	Title	Credits
NURS 505	Advanced Clinical Pathophysiology	3
NURS 540	Pharmacology/Prescriptive Practice	3

Term 2

Item #	Title	Credits
NURS 530	Advanced Health Assessment	3
NURS 661	Primary Care I: Prevention and Education	3

Term 3

Item #	Title	Credits
NURS 662	Primary Care II: Diagnosis and Management	3
NURS 635	Primary Care of the Pediatric Population	3

Before Term 4

Item #	Title	Credits
NURS 699	Clinical Skills Competency Intensive	1

Term 4

Item #	Title	Credits
NURS 684	Practicum: Primary Care Across the Lifespan	4
NURS 705	Nursing Informatics	3

Term 5

Item #	Title	Credits
NURS 685	Practicum: Primary Care - Pediatric Care and Maternal Health	4
NURS 701	Leadership and Quality Improvement in Healthcare Systems	3

Term 6

Item #	Title	Credits
NURS 686	Practicum: Primary Care Across the Lifespan II	4
NURS 645	APN Seminar	3
	Total Credits	**40**

Doctor of Nursing Practice
Doctorate

*** Please note that Admissions for the Doctor of Nursing Practice program are currently suspended.**

Program length: 36 months

Semester #1

Item #	Title	Credits
NURS 700	The DNP-Prepared Professional: Explorations and Analysis (Intensive)	3
NURS 702	Advocacy and Action for Health Care Policy and Social Justice	3

Semester #2

Item #	Title	Credits
NURS 707	Methods for Evidence-Based Practice I	3
NURS 715	Business and Financial Concepts for the DNP Professional	3

Semester #3

Item #	Title	Credits
NURS 708	Methods for Evidence-Based Practice II	3
NURS 741	Advanced Concepts in Population Health	3

Semester #4

Item #	Title	Credits
NURS 730	Impacting Healthcare Outcomes	3
NURS 800	Knowledge Integration: Evidence Appraisal for Practice	3

Semester #5
Summer Session

Item #	Title	Credits
NURS 810	Knowledge Application: Project Implementation I	3

Semester #6

Item #	Title	Credits
NURS 705	Nursing Informatics	3
NURS 815	Knowledge Application: Project Implementation II	3

Semester #7

Item #	Title	Credits
NURS 820	Knowledge Dissemination	3
	Total Credits	**36**

Master of Science in Nursing in Adult Gerontology Primary Care Nurse Practitioner
MS

Program length: 27 months

Term 1

Item #	Title	Credits
NURS 503	Theory and Research in Advanced Nursing Practice	4
NURS 505	Advanced Clinical Pathophysiology	3

Term 2

Item #	Title	Credits
NURS 702	Advocacy and Action for Health Care Policy and Social Justice	3
NURS 540	Pharmacology/Prescriptive Practice	3

Term 3

Item #	Title	Credits
NURS 530	Advanced Health Assessment	3
NURS 661	Primary Care I: Prevention and Education	3

Term 4

Item #	Title	Credits
NURS 662	Primary Care II: Diagnosis and Management	3

Before Term 5

Item #	Title	Credits
NURS 699	Clinical Skills Competency Intensive	1

Term 5

Item #	Title	Credits
NURS 674	Practicum: Primary Care Adult Gerontology	4
NURS 705	Nursing Informatics	3

Term 6

Item #	Title	Credits
NURS 675	Practicum: Subacute and Long-Term Care	4
NURS 701	Leadership and Quality Improvement in Healthcare Systems	3

Term 7

Item #	Title	Credits
NURS 676	Practicum: Primary Care Adult Gerontology II	4
NURS 645	APN Seminar	3
	Total Credits	**44**

Master of Science in Nursing in Family Nurse Practitioner

MS

Program length: 27 months

Term 1

Item #	Title	Credits
NURS 503	Theory and Research in Advanced Nursing Practice	4
NURS 505	Advanced Clinical Pathophysiology	3

Term 2

Item #	Title	Credits
NURS 702	Advocacy and Action for Health Care Policy and Social Justice	3
NURS 540	Pharmacology/Prescriptive Practice	3

Term 3

Item #	Title	Credits
NURS 530	Advanced Health Assessment	3
NURS 661	Primary Care I: Prevention and Education	3

Term 4

Item #	Title	Credits
NURS 662	Primary Care II: Diagnosis and Management	3
NURS 635	Primary Care of the Pediatric Population	3

Before Term 5

Item #	Title	Credits
NURS 699	Clinical Skills Competency Intensive	1

Term 5

Item #	Title	Credits
NURS 684	Practicum: Primary Care Across the Lifespan	4
NURS 705	Nursing Informatics	3

Term 6

Item #	Title	Credits
NURS 685	Practicum: Primary Care - Pediatric Care and Maternal Health	4
NURS 701	Leadership and Quality Improvement in Healthcare Systems	3

Term 7

Item #	Title	Credits
NURS 686	Practicum: Primary Care Across the Lifespan II	4
NURS 645	APN Seminar	3
	Total Credits	**47**

Nursing Course Descriptions

NURS 412 : Population and Community Health for RNs

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

Credits 6

NURS 502 : Policy, Advocacy & Legal Issues in Healthcare

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.

Credits 3

NURS 503 : Theory and Research in Advanced Nursing Practice

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. Prerequisites: Undergraduate courses in nursing research and statistics.

Credits 4

NURS 505 : Advanced Clinical Pathophysiology

This course is an in-depth study of physiological principles and common pathologies. Clinical situations will be analyzed and discussed in order that the student may understand the etiology of health deviations and the rationale for their management. Development and implementation of appropriate treatment plan is discussed.

Credits 3
Prerequisites
Undergraduate course in pathophysiology.

NURS 530 : Advanced Health Assessment

The focus of this foundational course in the advanced nursing program is the development of skills required for advanced health assessment. The content of this course focuses on the comprehensive history, physical and psychological assessment of clients across the lifespan. The course provides an opportunity to integrate theoretical knowledge with clinical assessment skills through the systematic performance of complete and focused health assessments. Differentiation of normal developmental variations and pathophysiologic changes are emphasized incorporating advanced clinical reasoning and critical thinking within the scope of advanced practice nursing.

Credits 3
Prerequisites
An undergraduate course in health assessment.

NURS 540 : Pharmacology/Prescriptive Practice

This course focuses on the pharmacological principles of therapeutic drugs prescribed in primary health care practice. Emphasis is placed on the synthesis and application of evidence-based prescribing guidelines for the prevention and management of common acute and chronic illnesses in diverse populations in clients across the lifespan. Legal and regulatory aspects of prescriptive practice are discussed.

Credits 3
Prerequisites
Undergraduate course in pharmacology.

NURS 635 : Primary Care of the Pediatric Population

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.

Credits 3

NURS 645 : APN Seminar

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.

Credits 3
Corequisites
NURS 638 (FNP track) or NURS 628 (AGNP track)

NURS 661 : Primary Care I: Prevention and Education

This theoretical course for FNP and AGPCNP 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.

Credits 3
Prerequisite Courses
NURS 505
NURS 540
Co-Requisite Courses
NURS 530

NURS 662 : Primary Care II: Diagnosis and Management

This theoretical course for FNP and AGPCNP 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.

Credits 3
Prerequisite Courses
NURS 661

NURS 671 : Practicum: Primary Care Adult Gerontology I

This clinical practicum experience for the AGPCNP 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. This course includes 175 clinical hours.

Credits 3
Prerequisite Courses
NURS 662

NURS 672 : Practicum: Primary Care Gerontology II

This final AGPCNP 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.

Credits 5
Prerequisite Courses
NURS 671
Co-Requisite Courses
NURS 645

NURS 673 : Practicum: Primary Care of the Subacute and LTC Population

This AGPCNP 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. This course includes 110 clinical hours.

Credits 3
Prerequisite Courses
NURS 662

NURS 674 : Practicum: Primary Care Adult Gerontology

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.
250 hours.
Credits 4
Prerequisites
Clinical clearance.
Prerequisite Courses
NURS 662
NURS 699

NURS 675 : Practicum: Subacute and Long–Term Care

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.
250 hours.
Credits 4
Prerequisites
Clinical clearance.
Prerequisite Courses
NURS 674

NURS 676 : Practicum: Primary Care Adult Gerontology II

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.
250 hours.
Credits 4
Prerequisites
Clinical clearance.
Prerequisite Courses
NURS 675

NURS 681 : Practicum: Primary Care Across the Lifespan I

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. This course includes 175 clinical hours.
Credits 3
Prerequisite Courses
NURS 662

NURS 682 : Practicum: Primary Care Across the Lifespan II

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. This course includes 300 clinical hours.

Credits 5
Prerequisite Courses
NURS 681
Co-Requisite Courses
NURS 645

NURS 683 : Practicum: Primary Care of the Pediatric and Women's Health Population

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. This course includes 175 clinical hours.

Credits 3
Prerequisite Courses
NURS 635
NURS 662

NURS 684 : Practicum: Primary Care Across the Lifespan

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.
250 hours.
Credits 4
Prerequisites
Clinical clearance.
Prerequisite Courses
NURS 635
NURS 662
NURS 699

NURS 685 : Practicum: Primary Care – Pediatric Care and Maternal Health

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.
250 hours.
Credits 4
Prerequisites
Clinical clearance.
Prerequisite Courses
NURS 684

NURS 686 : Practicum: Primary Care Across the Lifespan II

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.
250 hours.
Credits 4
Prerequisites
Clinical clearance.
Prerequisite Courses
NURS 685

NURS 699 : Clinical Skills Competency Intensive

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.
250 hours.
Credits 1
Prerequisites
Clinical Clearance; NURS 662; NURS 635 (for FNP)

NURS 700 : The DNP–Prepared Professional: Explorations and Analysis (Intensive)

This course introduces the DNP student to the current and evolving roles of the DNP-prepared professional. The course explores the role of the DNP-prepared professional in addressing the challenges of the 21st century. Students begin planning for the DNP Project by exploring areas of interest and development of a question to guide the DNP project. Within this course, students participate in an on-campus intensive.
Credits 3

NURS 701 : Leadership and Quality Improvement in Healthcare Systems

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.
Credits 3

NURS 702 : Advocacy and Action for Health Care Policy and Social Justice

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.
Credits 3

NURS 705 : Nursing Informatics

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.
Credits 3

NURS 707 : Methods for Evidence–Based Practice I

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.
Credits 3
Prerequisite Courses
NURS 702
NURS 700

NURS 708 : Methods for Evidence–Based Practice II

This course focuses on the analysis of theories and methodological designs to guide selection of a theoretical framework and methodology to direct implementation of the DNP project. Development of an implementation plan and an evaluation plan for the project will encompass project management and inter-professional collaboration to generate practice and/or systems changes to improve health outcomes.
Credits 3
Prerequisite Courses
NURS 707

NURS 715 : Business and Financial Concepts for the DNP Professional

This course focuses on the business and financial management concepts required for a Doctor of Nursing Professional. Topics include principles of health care economics and finance including operating costs, capital structure and program budgets, business plans, and strategic planning. The DNP professional, as a change agent, will use these concepts in developing business projects within his/her practice along with monitoring expenses and generating revenue sources. The concepts introduced in this course will be used as part of a business plan for the change project. The business and fiscal competencies for the DNP professional that are needed to manage the resources of a health care organization or practice are acquired during this course.
Credits 3

NURS 730 : Impacting Healthcare Outcomes

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 healthcare 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.
Credits 3

NURS 741 : Advanced Concepts in Population Health

This course explores the improvement of the Nation's health through educational initiatives devised to integrate clinical prevention and population health activities for individuals, families and populations within the healthcare system. Attention is given to epidemiological, statistical, occupational, environmental data as it relates to health promotion and prevention program development. Related topics include models of population health, social determinants of health, Healthy People 2020, a preview of Healthy People 2030, building resilient communities for emergency/ disaster preparedness and infectious disease prevention initiatives are addressed.
Credits 3
Prerequisite Courses
NURS 700
NURS 702

NURS 800 : Knowledge Integration: Evidence Appraisal for Practice

This course focuses on the creation of the DNP Project proposal. Guided by theoretical underpinnings, the learner synthesizes content from previous coursework to develop and present the project proposal. The work is reviewed and evaluated by an academic committee. By the completion of this course, the student will have completed a minimum of 200 academically supervised hours.
Credits 3
Prerequisite Courses
NURS 708

NURS 810 : Knowledge Application: Project Implementation I

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.
Credits 3
Prerequisite Courses
NURS 800

NURS 815 : Knowledge Application: Project Implementation II

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.
Credits 3
Prerequisites
Student must have successfully presented their DNP Project Proposal to their DNP Project Team.
Prerequisite Courses
NURS 810

NURS 820 : Knowledge Dissemination

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.
Credits 3
Prerequisite Courses
NURS 815

NURS 899 : Ongoing Doctoral Matriculation

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.
Credits 1

Psychology

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 on Lodi campus and a hybrid online offering

Aim

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 focus 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, our Psy.D. Program in Counseling Psychology was granted "accredited, on contingency" status by the Commission on Accreditation (CoA) of the American Psychological Association.

The American Psychological Association (APA) grants this accredited status to new programs such as ours which began in 2017. The expiration date of the contingent status is April 11, 2026.

Mission Statement

The Doctor of Counseling Psychology (PsyD) 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 our 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.

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 everyone 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:

- Research – Students will develop research formulation skills to contribute to the scientific, psychological, or professional knowledge base,

implement research or scholarly activities, and critically evaluate and disseminate research or scholarly activity via various professional outlets.

- Ethical and Legal Standards – Students will develop knowledge and behave in ways that are consistent with ethical, legal, organizational, and professional standards and guidelines, and be competent in recognizing and resolving ethical dilemmas in a professionally sound manner.
- Individual and Cultural Diversity – Students will develop an empirically grounded knowledge base of personal and cultural diversity and be able to integrate this knowledge in various professional roles to effectively deliver competent service to diverse individuals, groups, and communities.
- Professional Values and Attitudes – Students will develop core values and attitudes in psychology (e.g., integrity, accountability, lifelong learning, and concern for the welfare of others) by actively seeking and demonstrating openness to feedback and self-reflection and developing the ability to respond to professional situations and relationships with increasing independence.
- Communication and Interpersonal Skills – Students will develop and maintain relationships with a wide range of individuals across different settings, by behaving in ways that demonstrate effective interpersonal, conflict resolution, and communication skills.
- Assessment – Students will demonstrate empirically grounded and scientifically informed assessment skills that include diagnosis of functional and dysfunctional behaviors and traits, understanding of human behavior within its context, selection and application of various psychological assessment methods, interpretation of assessment findings that are grounded in appropriate standards and guidelines, and effective communication of assessment findings.
- Intervention – Students will develop empirically based intervention skills (e.g., treatment planning, implementation and modification) that are theoretically informed and grounded in their ability to establish and maintain effective relationships with diverse individuals and groups.

- Supervision – Students will demonstrate knowledge of supervision models and practices and be able to apply them in professional practice with psychology trainees, or other health professionals.
- Consultation and Interprofessional/ Interdisciplinary Skills – Students will demonstrate knowledge and respect for the roles and perspectives of other professionals and demonstrate knowledge of consultation models and practices to allow them to work collaboratively and effectively with other professionals in the delivery of professional services.

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.

Statement on Diversity

The Doctor of Counseling Psychology (Psy.D.) Program respects and values issues of diversity consistent with the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct (2017) and the Standards of Accreditation for Health Service Psychology (SoA, 2018). The Psy.D. 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 ableness. Our community is committed to educating each other on the existence and effects of stereotypes, microaggressions, prejudice and discrimination.

Program Faculty

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Master of Arts in Counseling Psychology
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 "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 more than one "C" grade will result in an Academic Probation and a third "C" will result in a 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 length: 24 months

Required Counseling Courses

Item #	Title	Credits
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, Organizational and Institutional Counseling	3
PSYC 520	Psychopathology	3
PSYC 530	Marital and 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

Required Clinical Experiences

Item #	Title	Credits
PSYC 560	Clinical Practicum I: Foundations of Counseling	3
PSYC 575	Counseling Internship I	3
PSYC 576	Counseling Internship II	3

Electives

*** Choose four of the following:**

Item #	Title	Credits
PSYC 515	Mindfulness, Spirituality, and Positive Approaches to Counseling	3
PSYC 577	Counseling Internship in Supervision	3
PSYC 591	Child and Adolescent Counseling	3
PSYC 592	Counseling of Older Adults	3
PSYC 595	Addictions Counseling	3
PSYC 598	Intensive Research	3
PSYC 599	Psychopharmacology	3
	Total Credits	**60**

Course Sequencing

Master's Degree in Counseling Psychology:*

*** This list of courses from I to IX align with the domains of the New Jersey's Application for Licensure Professional Counselor/Rehabilitation Counselor/Associate Counselor. Note that some of the courses are listed as electives. Other electives would be available depending on the academic year.***

I. Counseling Theory and Practice

Item #	Title	Credits
PSYC 510	Techniques of Counseling and Appraisal	3
PSYC 550	Theories of Personality and Counseling	3

II. The Helping Relationship
* PSYC 591 and 592 are electives.

Item #	Title	Credits
PSYC 530	Marital and Family Counseling	3
PSYC 591	Child and Adolescent Counseling	3
PSYC 592	Counseling of Older Adults	3

III. Human Growth and Development, and Maladaptive Behavior

Item #	Title	Credits
PSYC 507	Developmental Models of Personal Growth	3
PSYC 520	Psychopathology	3

IV. Lifestyle and Career Development

Item #	Title	Credits
PSYC 555	Vocational and Career Development	3

V. Group Dynamics, Processing, Counseling and Consulting

Item #	Title	Credits
PSYC 565	Groups: Theory and Practice	3
PSYC 511	Community, Organizational and Institutional Counseling	3

VI. Appraisal of Individuals

Item #	Title	Credits
PSYC 580	Assessment and Treatment Planning	3

VII. Social and cultural foundations
* PSYC 515, 595, and 599 are electives.

Item #	Title	Credits
PSYC 597	Multicultural Counseling	3
PSYC 515	Mindfulness, Spirituality, and Positive Approaches to Counseling	3
PSYC 595	Addictions Counseling	3
PSYC 599	Psychopharmacology	3

VIII. Research and Evaluation

Item #	Title	Credits
PSYC 590	Research and Evaluation Methods	3

IX. The Counseling Profession

Item #	Title	Credits
PSYC 505	Introduction to Counseling	3
PSYC 557	Professional Issues and Ethics	3

X. Clinical Supervised Experience
* PSYC 577 is an elective.

Item #	Title	Credits
PSYC 560	Clinical Practicum I: Foundations of Counseling	3
PSYC 575	Counseling Internship I	3
PSYC 576	Counseling Internship II	3
PSYC 577	Counseling Internship in Supervision	3

Master of Arts in Counseling Psychology – Forensics Track
MA

Program length: 24 months

Required Counseling Courses

Item #	Title	Credits
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, Organizational and Institutional Counseling	3
PSYC 520	Psychopathology	3
PSYC 530	Marital and 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

Required Clinical Experiences

Item #	Title	Credits
PSYC 560	Clinical Practicum I: Foundations of Counseling	3
PSYC 575	Counseling Internship I	3
PSYC 576	Counseling Internship II	3

Forensic Track

Item #	Title	Credits
PSYC 521	Counseling and the Legal System	3
PSYC 522	Criminal Behavior	3
PSYC 523	Forensic Assessment	3
PSYC 594	Studies in Posttraumatic Stress Disorder	3
	Total Credits	**60**

Master of Arts in Counseling Psychology–School Counseling Track

MA

Program length: 24 months

Required Counseling Courses

Item #	Title	Credits
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, Organizational and Institutional Counseling	3
PSYC 590	Research and Evaluation Methods	3

Required Clinical Experiences

Item #	Title	Credits
PSYC 560	Clinical Practicum I: Foundations of Counseling	3
PSYC 575	Counseling Internship I	3

Education Courses

Item #	Title	Credits
EDU 505	Educating all Populations	3
EDU 645	School Law and Policy Regulations Administration	3

LPC Electives

Item #	Title	Credits
PSYC 505	Introduction to Counseling	3
PSYC 557	Professional Issues and Ethics	3
PSYC 576	Counseling Internship II	3
	PSYC Elective	3
	Total Credits	**60**

PSYD in Counseling Psychology

PsyD

Aim

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.

The Program has been designed and aligned with the Standards of Accreditation of the American Psychological Association (APA). The Program plans to apply for "Accreditation, On Contingency" status in the 2019-2020 academic year.

Questions related to the Program's accreditation status should be directed to the Commission on Accreditation:

- Office of the Program Consultation and Accreditation
  American Psychological Association
  750 1st Street, NE, Washington, D.C. 20002
  Phone: (202) 336-5979
  E-mail: apaaccred@apa.org
  Web: www.apa.org/ed/accreditation

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

Statement on Diversity:

Counseling psychology training programs respect and value issues of diversity consistent with American Psychological Association's (APA) Ethical Principles and Code of Conduct (2002) and the 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 o f 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 bestpractices 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.

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. Courses will be completed mostly on campus, however, online and hybrid platforms will also be included in the curriculum. Based on APA guidelines and the NJ

Board of Psychological Examiners, the core training domains are:

- The breadth of scientific psychology including:
  ◦ 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

Psy.D. Counseling Psychology Curriculum Sequence with Master's Degree

Fall Year 1

Item #	Title	Credits
PSYC 645	Development Across the Lifespan	3
PSYC 651	Clinical Theory and Interventions: CBT Approaches	3
PSYC 662	History and Systems of Psychology	2
PSYC 671	Doctoral Practicum IA	1
PSYC 722	Cognitive Assessment	4
PSYC 750	Dissertation Advisement	0

Spring Year 1

Item #	Title	Credits
PSYC 622	APA Ethics and Legal Issues for Counseling Psychologists	3
PSYC 652	Clinical Theory and Interventions: Psychodynamic Approaches	3
PSYC 672	Doctoral Practicum IB	1
PSYC 723	Personality Assessment	4
PSYC 751	Dissertation Advisement	0

Summer Year 1

Item #	Title	Credits
PSYC 611	Multicultural Series I	1

Fall Year 2

Item #	Title	Credits
PSYC 631	Vocational and Organizational Psychology	2
PSYC 654	Psychopathology I: Adults	3
PSYC 673	Doctoral Practicum IIA	1
PSYC 678	Cognitive and Affective Basis of Behavior	3
PSYC 733	Research Design	3
PSYC 752	Dissertation Advisement	0

Spring Year 2

Item #	Title	Credits
PSYC 621	Health Psychology	3
PSYC 674	Doctoral Practicum IIB	1
PSYC 679	Psychopathology II: Children and Adolescents	3
PSYC 701	Biological Basis of Behavior	3
PSYC 743	Statistics for Psychologists	3
PSYC 753	Dissertation Advisement	0

Summer Year 2

Item #	Title	Credits
PSYC 612	Multicultural Series II	1

Fall Year 3

Item #	Title	Credits
PSYC 613	Multicultural Series III	1
PSYC 653	Clinical Theories: Supervision Models	2
PSYC 661	Interprofessional and Consultation Competency	2
PSYC 675	Doctoral Practicum IIIA	1
PSYC 682	Social Basis of Behavior	2
PSYC 754	Dissertation Advisement	0
PSYC 800	Comprehensive Exam	3

Spring Year 3

Item #	Title	Credits
PSYC 676	Doctoral Practicum IIIB	1
PSYC 694	Management of Professional Practices	1
PSYC 724	Foundations of Neuropsychological Assessment	3
PSYC 755	Dissertation Advisement	0
PSYC 757	Psychometrics	3
PSYC 804	Wellness, Health, and Prevention	2

Summer Year 3

Item #	Title	Credits
PSYC 614	Multicultural Series IV	1

Year 4

Item #	Title	Credits
PSYC 805	Pre-Doctoral Practicum APA Internship (APPIC)	3
Dissertation Continuation		0

Credit Totals

TOTAL PSYD:

- 73 Credits

[+15] carried over from a Masters

TOTAL PSYD + MA:

- 88 Credits

Students admitted with Bachelor's degree complete the following five courses:

Item #	Title	Credits
PSYC 510	Techniques of Counseling and Appraisal	3
PSYC 530	Marital and Family Counseling	3
PSYC 591	Child and Adolescent Counseling	3
PSYC 597	Multicultural Counseling	3
PSYC 599	Psychopharmacology	3
	Total Credits	**88**

Psychology Course Descriptions

Dissertation Continuation

Students in the dissertation phase must register continuously for this course until the completion of the dissertation. Students must maintain contact with their mentor and be involved in the research and writing process.
Credits 0

PSYC 505 : Introduction to Counseling

This course is designed to provide a general introduction to the field of counseling psychology. The course begins with a review of the history and the development the field of counseling. The relationship of counseling to other professions and disciplines (e.g., clinical psychology, psychiatry, social work) will be reviewed. Next, the principle theoretical perspectives of counseling will be explored. Later, we will examine the contemporary issues that influence the counseling profession, including ethics, assessment, working with diverse populations, and public policy processes such as system and client advocacy. Finally, students will have an opportunity to learn about training, job settings, and activities in which counselors are involved.
Credits 3

PSYC 507 : Developmental Models of Personal Growth

The major developmental theories of personal development will be examined. This course explains the diagnostic criteria of the DSM and ICD, and defines development within diverse classification systems. An emphasis will be placed on normal growth patterns all the while accounting for variations that emerge along the developmental spectrum.
Credits 3

PSYC 510 : Techniques of Counseling and Appraisal

This course will prepare students with the fundamental skills of counseling and appraisal. A multi-theoretical model will be used with an emphasis on developing the basic skills of counseling. The importance of appraisal in guiding the counseling relationship will be defined and specific attention to the various roles of the counselor will be listed.
Credits 3

PSYC 511 : Community, Organizational and Institutional Counseling

This course provides a foundation for engaging in counseling, consultation, and ethical decision making within community agency settings; emphasis is placed on the ecological and contextual factors of counseling within diverse communities, organizations and institutions. This course further examines the role of the community agency counselor, with attention populations. Symptomatology, diagnosi tomulticultural and social justice perspectives.
Credits 3

PSYC 515 : Mindfulness, Spirituality, and Positive Approaches to Counseling

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

Credits 3

PSYC 520 : Psychopathology

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

Credits 3

PSYC 521 : Counseling and the Legal System

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

Credits 3

PSYC 522 : Criminal Behavior

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.

Credits 3

PSYC 523 : Forensic Assessment

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.

Credits 3

PSYC 530 : Marital and Family Counseling

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

Credits 3

PSYC 550 : Theories of Personality and Counseling

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

Credits 3

PSYC 555 : Vocational and Career Development

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

Credits 3

PSYC 557 : Professional Issues and Ethics

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

Credits 3

PSYC 560 : Clinical Practicum I: Foundations of Counseling

Counseling Practicum involves placement in a clinical setting to enable students to develop basic counseling skills and integrate professional knowledge and skills. Counseling Practicum provides an opportunity to perform, on a limited basis and under supervision, some of the activities that a mental health counselor would perform. In addition to the supervised practicum, this course involves a weekly seminar. Prior permission of the Practicum Coordinator is required in order to arrange for a practicum setting appropriate to the student's academic and career goals. Students complete a minimum of 100 hours for this course.

Credits 3

PSYC 565 : Groups: Theory and Practice

This course is designed to provide a theoretical understanding of group development, purpose, and dynamics. Issues related to group counseling methods, skills, and leadership styles will be examined. In addition, this course is a conceptual and experiential introduction to group dynamics, group counseling approaches and models, issues of group leadership, styles of leadership, and group facilitation skills. Students will have the opportunity to engage in the experiential learning of group process by becoming part of a small group. This course will cover a range of groups that are typically used by mental health counselors.

Credits 3

PSYC 575 : Counseling Internship I

Counseling Internship I involve 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 clinical experience, the course involves a weekly seminar on campus. Prior permission of the Practicum/Internship Coordinator is required in order to arrange a practicum placement that is appropriate to the student's academic career goals. Students complete between 300-450 hours for this course, of which 150 should be direct hours5.

Credits 3

PSYC 576 : Counseling Internship II

Counseling Internship II involves a placement in a clinical setting to enable students to deepen and strengthen their development of counseling skills and to integrate professional knowledge and skills. Counseling Internship II provides an opportunity to perform the activities that a mental health counselor would perform under the direct supervision of a licensed mental health professional. In addition to the hours at the counseling placement, the course involves a weekly supervision seminar. Successful completion of the PSYC 575 Internship I is necessary to enroll in Internship II. Students complete between 300-450 hours for this course, of which 150 should be direct hours (see footnote under PSYC 575).
Credits 3

PSYC 577 : Counseling Internship in Supervision

Counseling Internship III is an elective extension to the clinical sequence in the Masters of Arts in Counseling Psychology program. As with the two preceding Clinical Courses (PSYC 575 and 576) involves a placement in a clinical setting, for between 300-450 hours (see footnote under PSYC 575), to enable students to deepen and strengthen their development of counseling skills and to integrate professional knowledge and skills. Counseling Internship III provides an opportunity to perform the activities that a mental health counselor would perform under the direct supervision of a licensed mental health professional. In addition to the hours at the counseling placement, the course involves a weekly supervision seminar where students enrolled in PSYC 577 will lead the supervision of students from the Practicum (PSYC 560) or earlier internship course (PSYC 575 and 576). Successful completion of the PSYC 575 and 576 is necessary to enroll in this course.
Credits 3

PSYC 579 : Motivational Interviewing in Counseling

This course examines the knowledge, skills, and application of Motivational Interviewing as a collaborative counseling conversation to assist clients in positive behavior change. Students are introduced to the foundation, skills, and spirit of Motivational Interviewing as a person-centered counseling approach, including its integration with other treatment modalities.
Credits 3

PSYC 580 : Assessment and Treatment Planning

This course familiarizes students with the assessment process, how to interview and use assessment tools in conjunction with the DSM and the ICD to arrive at a diagnosis and treatment plan, and compares standard assessment techniques and process-oriented interviewing. The course emphasizes to students the importance of when to make appropriate referrals to ancillary treatment modalities or for medical evaluations and other social advocacy actions possible. Finally, this course weighs both the potential benefits and risks of assigning diagnostic labels to people.
Credits 3

PSYC 590 : Research and Evaluation Methods

Students will gain an understanding of empirical methods as they are typically used in the social sciences, including psychology and counseling. Students will learn to apply fundamental research methods to a variety of research questions, learn the scientific method, and understand cultural biases associated with research practices. Methods include statistical inference, the focus of the first half of the course, and qualitative methods in the second half of the course.
Credits 3

PSYC 591 : Child and Adolescent Counseling

This course engages the learner in an over view of varied interventions and counseling techniques designed to address behavioral maladjustments in children and adolescents, and to support and re-direct parental-child distressed interactions which includes community outreach and client advocacy. The process of diagnosis, counseling planning and treatment will be studied within a multicultural context. This course presents both theoretical review and applied practice of different types of interventions.
Credits 3

PSYC 592 : Counseling of Older Adults

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

Credits 3

PSYC 594 : Studies in Posttraumatic Stress Disorder

This course explores the causes and effects of traumatic events. Although Posttraumatic 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.

Credits 3

PSYC 594 : Post-Traumatic Stress Disorder

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.

Credits 3

PSYC 595 : Addictions Counseling

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

Credits 3

PSYC 597 : Multicultural Counseling

This course explores a rich variety of ethnic and gender-based cultures and subcultures. Consonant with the overall orientation of the Program, students are challenged to explore both the diversity among cultures, and common elements that unite all peoples. Assumptions of the dominant culture about healthy functioning individuals and families are examined in the light of the great cultural variety found throughout the world. This course invites students to examine their own cultural lenses through which they see others, especially when they are working in a therapeutic environment.

Credits 3

PSYC 598 : Intensive Research

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 carryout research protocols developed based on personal interest and the instructor's area of research.

Credits 3

PSYC 599 : Psychopharmacology

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

Credits 3

PSYC 611 : Multicultural Series I

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.
Credits 1

PSYC 612 : Multicultural Series II

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.
Credits 1

PSYC 613 : Multicultural Series III

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.
Credits 1

PSYC 614 : Multicultural Series IV

The fourth of a four course series. This course introduces the theoretical backgrounds of major cultures around the world, and investigates the psychological functioning of diverse clients populations including race and ethnicity, gender, sexual orientation, religion and spirituality, physical and learning challenged populations, and other cultural identities.
Credits 1

PSYC 621 : Health Psychology

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.
Credits 3

PSYC 622 : APA Ethics and Legal Issues for Counseling Psychologists

This course provides an overview of the current ethical, legal, and professional issues that are vital to proper psychological care and research. The course includes readings, discussion, role plays, and a survey of the relevant literature related to the ethical practice of counseling psychology and primary care. In addition, application of ethical guidelines to challenging case scenarios, with particular attention to culturally sound practice, is an integral component of learning. Topics will include: selected theories of moral philosophy, the five moral principles, the American Psychological Association (APA) Ethical Principles and Codes of Conduct for Psychologists, other APA Standards and Guidelines and legal statutes governing the practice of psychology.
Credits 3

PSYC 631 : Vocational and Organizational Psychology

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.
Credits 2

PSYC 645 : Development Across the Lifespan

This online course will provide an overview of theories and empirical research on a range of different topics in life-span developmental psychology. The course will discuss cognitive-developmental, learning, psychoanalytic, ethology, and ecological theories, among other related concepts. In addition, the course will explore the empirical findings related to cognitive, emotional, and social development across the life-span. Current journal articles will supplement the course textbook.
Credits 3

PSYC 651 : Clinical Theory and Interventions: CBT Approaches

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.
Credits 3

PSYC 652 : Clinical Theory and Interventions: Psychodynamic Approaches

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.
Credits 3

PSYC 653 : Clinical Theories: Supervision Models

This course provides a critical overview of the conceptual and empirical literature on clinical supervision, including models, approaches, techniques, relationship and process issues, and ethical and legal considerations. Students will develop conceptual knowledge, skills, and self-awareness concerning these topic areas through readings, seminar discussions, and application via supervising Master's level students. Students will also develop conceptual knowledge and understanding on the principles and practice of consultation in primary care and other diverse settings.
Credits 2

PSYC 654 : Psychopathology I: Adults

Psychopathology I will focus on adult psychopathology across the lifespan. A thorough review of the Diagnostic and Statistical Manual 5th Edition will serve as the primary text, along with 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.
Credits 3

PSYC 661 : Interprofessional and Consultation Competency

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.
Credits 2

PSYC 662 : History and Systems of Psychology

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.

Credits 2

PSYC 671 : Doctoral Practicum IA

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

Credits 1

PSYC 672 : Doctoral Practicum IB

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

Credits 1

PSYC 673 : Doctoral Practicum IIA

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

Credits 1

PSYC 674 : Doctoral Practicum IIB

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

Credits 1

PSYC 675 : Doctoral Practicum IIIA

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

Credits 1

PSYC 676 : Doctoral Practicum IIIB

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

Credits 1

PSYC 678 : Cognitive and Affective Basis of Behavior

This course is designed to familiarize students with the current body of empirical research in the cognitive and affective neuroscientific basis of behavior. Historical developments and more recent trends in cognitive psychology, cognitive neuropsychology, cognitive neuroscience, and affective bases of behavior will be reviewed and applications of findings to research in health service psychology will be explored.

Credits 3

PSYC 679 : Psychopathology II: Children and Adolescents

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.

Credits 3

PSYC 682 : Social Basis of Behavior

This hybrid course initiates with the discussion of main historical, theoretical and methodological concepts and approaches in social psychology. Also, throughout the weeks, students will explore the role of social-environmental factors in human cognition, behaviors, and relationships, developing an understanding of its relevance in their role as psychologists. PSYC 682 concludes with a discussion of liberation social psychology, to particularly consider not only social and historical practices that marginalize certain groups but also as an approach to promote practices that emerge from those who have been oppressed.

Credits 2

PSYC 694 : Management of Professional Practices

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

Credits 1

PSYC 701 : Biological Basis of Behavior

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.

Credits 3

PSYC 722 : Cognitive Assessment

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.

Credits 4

PSYC 723 : Personality Assessment

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.

Credits 4

PSYC 724 : Foundations of Neuropsychological Assessment

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.

Credits 3

PSYC 733 : Research Design

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

Credits 3

PSYC 743 : Statistics for Psychologists

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

Credits 3

PSYC 750 : Dissertation Advisement

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.

Credits 0

PSYC 751 : Dissertation Advisement

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 clsas 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.

Credits 0
Prerequisite Courses
PSYC 750

PSYC 752 : Dissertation Advisement

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.

Credits 0
Prerequisite Courses
PSYC 751

PSYC 753 : Dissertation Advisement

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.

Credits 0
Prerequisite Courses
PSYC 752

PSYC 754 : Dissertation Advisement

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.

Credits 0
Prerequisite Courses
PSYC 753

PSYC 755 : Dissertation Advisement

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.

Credits 0
Prerequisite Courses
PSYC 754

PSYC 756 : Dissertation Advisement

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.
Credits 0
Prerequisite Courses
PSYC 755

PSYC 757 : Psychometrics

This course covers psychometric topics relvant to the practice of assessment. The discussions and assignments are related to test development, test critique, test use, and data interpretation. Specific topics include: reliability, validity, item gradients, test floors/ceilings the normal distribution curve, scoring metrics (e.g., Z scores, T scores, Scaled scores, and Standard scores), bias in testing, and scale development.
Credits 3

PSYC 800 : Comprehensive Exam
Credits 3

PSYC 804 : Wellness, Health, and Prevention

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.
Credits 2

PSYC 805 : Pre-Doctoral Practicum APA Internship (APPIC)

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.
Credits 3
Prerequisites
successful completion of all doctoral coursework and comprehensive examination.

Religious Studies

The mission of the Religious Studies Department is to provide students with the opportunity to explore the universal dimensions of faith and religion and to study the Catholic Faith as a relevant world view within contemporary society. At the same time, students of other faiths and traditions are welcomed and encouraged to participate in an atmosphere of courtesy and respect for the traditions they represent.

This corresponds to the overall mission of the University: "to address the needs of students by providing a full complement of academic experiences along with a unique development and support system that brings students to their highest potential and fosters a love for learning, self-knowledge, and service to others and to God in the Felician/Franciscan tradition" : and integrates the teachings of the Catholic Church with the lived experience of the people.

Master of Arts in Religious Studies
MA
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.

Required Core Courses

Item #	Title	Credits
RELS 501	Beginner's Guide to Religious Studies	3
RELS 502	The Catholic Church: Then and Now	3
RELS 503	Discovering Sacred Texts	3
RELS 504	Morality Across Religions	3
RELS 505	Liberation Theologies and Social Justice	3
	RELS 540 or RELS 550	3

Education Track

Item #	Title	Credits
RELS 511	Thinking and 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

Pastoral Health Care Track

Item #	Title	Credits
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

Leadership Track

Item #	Title	Credits
RELS 532	Encountering Hate & Negotiating Conflict	3
RELS 531	Diversity and Servant Leadership	3
RELS 522	Organizational & Theological Ethics	3
RELS 530	Leadership in Religious Studies	3
	Total Credits	**30**

Religious Studies Course Descriptions

RELS 501 : Beginner's Guide to Religious Studies

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

Credits 3

RELS 502 : The Catholic Church: Then and Now

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.

Credits 3

RELS 503 : Discovering Sacred Texts

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.

Credits 3

RELS 504 : Morality Across Religions

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.

Credits 3

RELS 505 : Liberation Theologies and Social Justice

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.

Credits 3

RELS 506 : The Psychology and Pedagogy of Religious Education

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.

Credits 3

RELS 508 : The History And Heritage of the Catholic Church

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.

Credits 3

RELS 509 : Theological Issues for the Religious Educator

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

Credits 3

RELS 510 : Religious Education for a Spiritual Life

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.
Credits 3

RELS 511 : Thinking and Doing Religious Education

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.
Credits 3

RELS 512 : Ecumenism & Inter–Religious Dialogue

This course will study the history and theology of ecumenism and inter-religious dialogue in the Catholic Church. In response to trends such as religious pluralism and inter-faith marriages, Religious Education programs that promote respect, understanding and focus on common values will be explored Credits 3
Credits 3

RELS 513 : Ministering on Social Media

This course is the capstone course for the MARE Program. It provides an overview and experience of a variety of technologies and their application for education ministry. Students will explore and use technological resources, particularly Computer Mediated Instruction (CMI) and the Internet, to supplement or to provide alternate delivery systems for Religious Education/Faith Formation activities across the life span. As a capstone course, the student will incorporate research, application, and material from all previous courses. The student will create projects that demonstrate competence using technology to enhance and enrich education ministry culminating in scholarly project presentation.

Prerequisites: Completion of all required MARE courses or permission of the Executive Director of MARE.
Credits 3

RELS 520 : Spirituality & Pastoral Care

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.
Credits 3

RELS 522 : Organizational & Theological Ethics

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.
Credits 3

RELS 530 : Leadership in Religious Studies

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.

Credits 3

RELS 531 : Diversity and Servant Leadership

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 and 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.

Credits 3

RELS 532 : Encountering Hate & Negotiating Conflict

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.

Credits 3