



2016 – 2017

UNDERGRADUATE CATALOG



CALDWELL  
UNIVERSITY

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## NOTICE

The *Undergraduate Catalog* of Caldwell University is a document of record issued for a one-year period. It contains, to the extent possible, current information concerning the university calendar, admissions and degree requirements, fees, regulations and course offerings. The *Catalog* does not constitute a contract between the university and an accepted applicant.

Students are advised that the information contained in this *Catalog* is subject to change at the sole discretion of the university, which reserves the right to add, amend, or repeal any of its regulations, policies, and programs, in whole or in part, at any time. In any such case, the university will give appropriate notice as is reasonably practicable under the circumstances.

Students are expected to have knowledge of the information presented in this publication, the student handbook, and in other university publications, as well as officially posted notices. Failure to read the *Undergraduate Catalog* does not excuse students from the regulations contained within.

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## A MESSAGE FROM THE PRESIDENT

Today, students and their families are focused on their return on investment as they decide upon a college or university. What can you expect from earning a Caldwell University diploma? Let me address this question first with some national statistics about the value of a university degree and then tell you more specifically about the type of education that Caldwell offers our students.

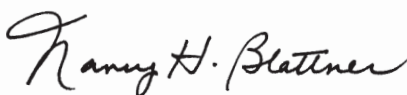
Students who graduate with a bachelor's degree can expect to make between \$500,000 and \$1,000,000 more than their counterparts who have not graduated with a four-year degree. In addition to this substantial increase in earnings, college graduates are more likely to be employed, to be working full time and to be employed in an area that interests and engages them. Furthermore, college graduates are more civically engaged, being more likely to vote and also to engage in volunteer and service activities. Finally, those with a college degree tend to live healthier lifestyles. For all of these reasons, completing a college education is an important goal for you to set and to achieve in the next four years.

At Caldwell, you will have an opportunity to receive an excellent education in classes taught by full-time faculty members who are committed to our Catholic identity and Dominican heritage. Our emphasis on academic excellence is rooted in our liberal arts core curriculum. Students are taught by our committed faculty and assisted by our nurturing staff while they learn to think critically, pursue truth and contribute to a just society while taking courses in a variety of subject areas ranging from art to psychology.

Caldwell University has always been a community focused on students, and for that reason, the student-faculty ratio is kept low at 13:1 so that faculty members can engage students one-on-one during class and are accessible to students outside the classroom. Support services on campus, including a well-staffed Academic Success Center and our student-friendly library, exist to provide students with resources and assistance throughout their university careers.

The campus atmosphere is vibrant. With a record number of students living on campus, there are ample and varied evening and weekend activities to attract students when they are not in class. Caldwell is home to 15 Division II athletic teams and offers a strong recreational sports and fitness program for non-athletes. Students can participate in more than two dozen active clubs and organizations or start one of their own if they so choose. Many students decide to volunteer for campus ministry activities that allow students to bring food and clothing to the homeless in New York City, to tutor inner city youth, to build homes in Appalachia or travel to Central America to assist those who are less fortunate.

If you are interested in achieving a bachelor's degree while experiencing opportunities for personal growth and leadership development, then Caldwell University is the ideal campus for you. Whether you commute or choose to live in our residence halls, you will experience the Caldwell spirit of community and sense of pride the minute you step on our safe and beautiful campus. I look forward to personally welcoming you to Caldwell University, so stop by my office in Werner 312 and say hello!



Nancy H. Blattner, Ph.D., OPA  
*President*



## INTRODUCTION

### Mission Statement

Founded in 1939 by the Sisters of Saint Dominic, Caldwell University promotes intellectual, spiritual, and aesthetic growth to a diverse population and welcomes all cultures and faith traditions. Inspired by St. Dominic de Guzman and our Catholic heritage, we transform students' lives by preparing them through the liberal arts and professional studies to think critically, pursue truth, and contribute to a just society.

### Origins

As one of the youngest of the many Dominican colleges and universities throughout the world, Caldwell University is intimately linked to the 800-year history and spirit of the Dominican Order, a worldwide community of preachers, scholars, and educators that traces its origins to the thirteenth century. This Order had its beginnings in an age not unlike the present day, a time of unrest and transition in the social, economic, moral and intellectual sphere. Dedicated to the pursuit of truth, the Order has found itself since its inception at the heart of higher education and its climate of study and prayer has produced such scholars as Thomas Aquinas, social reformers like Catherine of Siena, artists like Fra Angelico, and scientists like Albert the Great. This inherited integration of the arts, humanities and sciences with the deepest expression of the contemplative and creative spirit of men and women forms the basis of the educational philosophy of Caldwell University.

We celebrate our origins by Liturgy and through convocations, a campus-wide commitment to religious belief, and by witness to the university motto: "*Sapientia et Scientia.*"

### History and Accreditation

Caldwell University was founded as Caldwell College, a Catholic liberal arts college, by the Sisters of Saint Dominic under the leadership of Mother M. Joseph Dunn, O.P., and with the approval of the Most Reverend Thomas Joseph Walsh, Archbishop of Newark, who became its first president. Nancy H. Blattner, Ph.D., OPA became Caldwell's eighth and current President in July of 2009.

Caldwell College was incorporated on August 10, 1939, as an institution of higher learning for women under the laws of the State of New Jersey and empowered to grant degrees.

In 1952, Caldwell College received full accreditation from the Commission on Higher Education of the Middle States Association of Colleges and Schools. Caldwell University has maintained this accreditation, which was last reaffirmed in June 2010. Caldwell College was granted the status of university in December, 2013 by the State of New Jersey and officially changed its name to Caldwell University on July 1, 2014.

In 1974, Caldwell became the first institution in New Jersey to award the Bachelor of Fine Arts degree. In 1979, Caldwell College became one of the few institutions in the state to offer a unique external degree program. In 1985, the Board of Trustees of the college voted to make Caldwell College fully co-educational, enabling men to receive the superior education and career preparation that women had been able to receive for fifty years. Caldwell University welcomed the first full-time male students in the fall of 1986.

In November 1992, Caldwell reached another plateau: the New Jersey Board of Higher Education granted approval for Caldwell to offer its first graduate program, the M.A. in Curriculum and Instruction. During the summer of 1993, the first graduate students began classes.

The university now offers thirteen graduate degree programs, doctoral degrees in Applied Behavior Analysis and Educational Leadership, along with a number of post-baccalaureate and post-masters' programs. The university has consistently shown growth in the area of Graduate Studies, including the following additions: in 2000, Caldwell was the first in New Jersey to offer a specialization in Art Therapy within the M.A. in Counseling and in 2008, the first Post-Graduate M.A. in Art Therapy; in 2001, Caldwell initiated a Post-Baccalaureate Teacher Certification Program in Special Education and a dual Certification Program in Early Childhood and Elementary Education; in 2003, Caldwell began offering an M.B.A. program in the Business Department and the Behavior Analyst Certification Board, Inc.® approved a course sequence submitted by Caldwell as meeting the coursework requirement for taking the Board Certified Behavior Analyst™ examination. In fall 2005, Caldwell introduced an M.A. in Special Education and an M.A. in Applied Behavior Analysis. In the fall of 2009, Caldwell began offering its first doctoral program, a Ph.D. in Applied Behavior Analysis. In the fall of 2010, a B.S.N. degree program was introduced. In spring 2012, the B.S.N. degree program received accreditation through the Commission on Collegiate Nursing Education (CCNE). In fall 2014, Caldwell introduced its second and third doctoral programs, an Ed.D. and Ph.D. in Education.

Several of Caldwell's academic programs have received specialized academic accreditations: Caldwell University is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) to offer the following programs: B.S. in Business Administration, B.S. in Accounting, B.S. in Financial Economics, B.S. in Marketing, M.B.A., M.B.A. with a Concentration in Accounting, and an M.B.A. with a Concentration in Nonprofit Management.

The Education Administration program at Caldwell University is awarded TEAC accreditation by the Inquiry Brief Commission of Council for the Accreditation of Education Preparation (CAEP) for a period of seven years, from October 2013 to October 2020. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, relicensure, or other purposes.

Three of Caldwell University's graduate programs in counseling (art therapy, mental health and school counseling) have received accreditation from the Council for Accreditation of Counseling and Related Education Programs (CACREP).

In summer 2014, the Master of Arts in Applied Behavior Analysis program received accreditation through the Association for Behavior Analysis International (ABAI).

# THE UNIVERSITY



## A SAFE, SECURE AND BEAUTIFUL CAMPUS

Located on 70 acres, Caldwell University offers a beautiful and safe campus. Over the years, our track record proves that we are committed to providing our students with the comfort of a secure environment to live and learn.

The campus offers well-lit walking paths, ample parking and easy access to buildings. Security personnel are on duty 24-hours-a-day, 7-days-a-week to provide campus safety and access control. Through the Freshman Orientation program, students are taught about crime awareness on campus and in the residence halls.

## LOCATED IN ONE OF THE BEST TOWNS IN NEW JERSEY: CALDWELL

Caldwell, New Jersey, has seen many changes over the years and was recently ranked by *NJ Monthly Magazine* as one of the best places to live in all of New Jersey. A short walk brings students to the revitalized center of town, where shops, a movie theater, wi-fi hot spots and lots of tasty restaurants provide great options for fun. Many shops participate in a discount program for Caldwell University students, making the town affordable on student budgets.

### **Benefits to you: Location, Location, Location**

- 20 miles from New York City
  - job and internship opportunities
  - access to the world's largest financial markets
  - cultural and entertainment capital of the world
- Caldwell University is close to all that Washington, DC, Baltimore, MD and Boston, MA have to offer. They are all easily accessible by car, bus or train in a few short hours.

## ADMISSIONS

Caldwell University does not discriminate against applicants or students in programs, facilities or scholarships on the basis of race, color, creed, age, national or ethnic origin or handicap.

### Admission Requirements

Candidates for adult undergraduate admissions (typically 23 years or older) see pages 65 – 67.

Candidates for the freshman class at Caldwell University are selected based on the following criteria:

1. An official high school transcript, including class rank, if available.
2. Completion of sixteen units of work in college preparatory courses. These should include successful completion of four units of English, two units of modern language, two units of college preparatory mathematics, two units of science (at least one of which must be laboratory science), one unit of history, and other college preparatory courses. A student who has sixteen units but has not satisfied all the prerequisites may be admitted on the recommendation of the Committee on Admissions provided evidence is given of ability to pursue college work.
3. At least two written recommendations from the candidate's high school guidance counselor or teachers.
4. Satisfactory performance on the SAT or ACT.
5. An essay on one of the topics on the application or a graded paper.
6. Freshman Nursing applicants must complete four units of college preparatory mathematics and three units of laboratory science that include biology and chemistry. Scores of 1000 or higher on the math and critical reading sections of the Scholastic Aptitude Test (SAT) are recommended.
7. The Admissions Committee of the university reserves the right to waive some of the above criteria provided evidence is given of ability to complete college level work.

### Admission Procedures

An application for freshmen admission should be submitted early in the senior year of high school. Caldwell University has an early action deadline of December 1, and a rolling admissions policy that allows the candidate to apply throughout the year, and be reviewed for admission provided space is available. Initial steps in the admissions process follow:

1. Complete and submit the Caldwell University application for admission or the Common Application along with a non-refundable \$50 application fee to the Office of Admissions.
2. Take the SAT or ACT and have official scores reported to Caldwell University (Caldwell University code 2072).
3. Have an official high school transcript sent to Caldwell University.
4. Arrange to have two letters of recommendation sent from high school guidance counselor or teachers to the Office of Admissions.
5. Submit an essay on one of the topics on the application.

The candidate will be notified by mail of the action taken on the application after the transcripts, test scores, essay, and recommendations have been received and evaluated by the Office of Admissions.

The final admission of freshmen accepted before the completion of secondary school preparation is contingent upon receipt of a final transcript, indicating successful completion of secondary school requirements and achieving at the level that has enabled Caldwell University to provide the candidate an offer of admission.



After notification of admission to Caldwell University, should the candidate wish to deposit to be a member of the class, an initial deposit of \$250 for a commuter and \$450 for a resident student must be sent to the Office of Admissions.

The deposit is refundable until May 1, after which it becomes nonrefundable. The health forms completed by a licensed physician must also be returned. A physical examination form, including immunization records, must be completed by a licensed physician.

There is no portfolio review required for students applying for admission into the Art Department, though candidates for the B.F.A. degree are required to submit a portfolio. However, students wishing to qualify for scholarship must arrange to submit a portfolio to the Art Department.

Students applying for admission as Music majors must make arrangements for an interview and/or audition with the Music Department following receipt of application. Audition guidelines are available from the Music Department.

### **College Entrance Examinations**

The SAT or ACT must be taken by all domestic applicants for admission to the freshman class. These aptitude tests may be taken as early as the junior year.

Students wishing consideration for competitive scholarships must take the SAT or ACT. It is the responsibility of the applicant to make the necessary arrangements for taking the standardized tests and for having the scores of all such tests reported to the university.

### **Credit by Standardized Examination**

Caldwell University offers advanced placement and/or credits to students who qualify by earning scores of 3 or higher on the Advanced Placement (AP) tests administered by the College Board.

Caldwell University offers possible college credit for scores of 4 or higher on most higher-level International Baccalaureate (IB) examinations and on some standard-level IB examinations. The final decision always rests with the Department Chairs. Caldwell University accepts only IB scores sent directly from IB.

The university recognizes CLEP credit for both general and subject tests which evaluate achievement at the college level in areas of the liberal arts education. Caldwell University also accepts DANTES, TECEP, ACT-PEP, NY Foreign Language Proficiency Exam, and selected other standardized examination scores. Credit awarded toward the major field of study is dependent upon departmental approval. CLEP credits are not accepted for duplicated course work.

A maximum of 30 credits will be accepted through all combined options of testing. Credit by examination will only be awarded within the first 60 credits of matriculation. Students are reminded that the last 30 and at least half of the major courses credits must be taken at Caldwell University.

### **Admission of Transfer Students**

Students applying to Caldwell University from a two-year or four-year institution must send the following to the university: (1) an official transcript or record from the college(s) attended; (2) a personal statement giving the reason for wishing a transfer; and (3) students completing less than 30 credits, must also provide an official high school transcript and official SAT or ACT scores.

## Transfer Policy

Transfer credit may be granted for coursework at other institutions. The following criteria are used to determine when awarding credit is appropriate:

- The institution must be accredited by an accrediting body recognized by the U.S. Department of Education or officially recognized by the appropriate government agency/ministry of education for foreign institutions.
- Transcripts from foreign institutions must be evaluated by World Education Services.
- Credit may be granted for military education experiences based upon American Council on Education (ACE) recommendations.
- Credit may be granted for other educational experiences, such as professional police and fire training, upon individual review.
- Grades of C or better may be accepted. Grades of P (passing) or S (satisfactory) may only be considered if it is the policy of the transferring institution that these grades are equivalent to a C or better and may only be used for elective credit.
- A cumulative maximum of 90 semester hours may be transferred and used toward an undergraduate degree. The final 30 credits and at least one-half of the major requirements must be taken at Caldwell University.
- Credit may only be awarded for coursework that is similar to Caldwell University coursework and is appropriate to the chosen curriculum.
- Transfer credit is initially reviewed by the Office of Admissions, but the ultimate authority on the equivalency of credits to Caldwell University courses lies with the Academic Departments or Division for the particular discipline of the individual course.
- Transfer credit awarded may not exceed the maximum credits offered for an equivalent course in the Caldwell University curriculum.
- Students who have received an Associate of Arts (A.A.) degree from a New Jersey community/county college will have satisfied, as a block, the Caldwell University core requirements, except for 3 credits in theology, 3 credits in philosophy and 3 credits in the Catholic and Dominican tradition and any course or courses in which a C or better was not achieved.
- In most cases, courses from other institutions will not be equivalent to TH 102 Theology due to the focus on Catholic theology.

## Skill Evaluation and Placement

Caldwell University administers a placement test to all incoming freshmen and transfers; where appropriate, the university will also use the writing section of the SAT or ACT, in concordance with the student's admissions essay as well as grades in individual high school courses to determine placement. The Placement Test evaluates skill levels in mathematics and computer proficiency. Test performance is one factor in assigning students to courses that are appropriate to their skill level. Students who are skill-deficient in any of these areas may be placed into one or more of the following courses:

MA 085 Basic Math Techniques (3 non-degree credits)

MA 090 Basic Algebraic Skills (3 non-degree credits)

EN 101 The Process of Writing (3 credits)

LA 101 Foundations of Learning I (3 credits) *(See course description on page 45.)*

English requirements must be completed by the end of the second semester. Math requirements must be met by the end of the fourth semester. Grades received in these courses are calculated into the GPA. *Students may not withdraw from these courses.*



**International Student Admission**

In addition to traditional admissions standards, students educated outside the United States must demonstrate their qualifications for baccalaureate study in their respective country by submission of secondary school transcripts and college transcripts, if any. Students wishing to demonstrate the equivalency of a United States High School Diploma must have their transcripts evaluated in certified English translation from a NACES accredited agency, including WES (World Education Services), ECE (Educational Credential Evaluators), or AACRAO (American Association of Collegiate Registrars and Admissions Officers). Other NACES accredited evaluations may be submitted at the discretion of the Assistant Vice President, Enrollment Management.

For international applicants who have earned college credits from foreign educational institutions, a World Education Services ([www.wes.org](http://www.wes.org)) course by course evaluation must be completed prior to enrolling at Caldwell University to be able to apply any transfer credit.

SAT or ACT is also required for admission for students who have been educated in English. The SAT or ACT is also required for any international student wishing to receive an academic scholarship.

Students educated in languages other than English must demonstrate their current level of English language proficiency through submission of transcripts showing English language study and/or score of 70 on the Test of English as a Foreign Language (TOEFL), certificate showing completion of Level 112 from an ELS program, or a score of 6.0 on the International English Language Testing System (IELTS). Upon entry to Caldwell University, these students will be tested for English language reading, writing, and oral proficiency.

Students should e-mail [intadmissions@caldwell.edu](mailto:intadmissions@caldwell.edu) and request information specifically intended for International Student Admission.

## STUDENT EXPENSES

### Payment Procedures

Approximately six weeks before the start of each semester, all registered students will be mailed a billing statement. The statement will be accompanied by a detailed letter of instruction for payment. The statement is also available online through the student portal. Payment is due approximately two weeks before the start of classes. Payment is accepted in person, by direct wire transfer, by mail in the form of check or online by electronic check or credit card.

For those who prefer to pay their educational expenses in convenient monthly installments, a commercial tuition plan is available. Detailed information along with an application is mailed in late spring with the bill. Proof of participation must be presented to the billing office by the payment due date.

Students anticipating grants, scholarships, or loans may defer payment for the anticipated amount in the following manner:

1. Recipients of scholarships from private organizations and loans from lending institutions must present proof of these scholarships and loans and return the bursar worksheet by the payment due date.
2. Recipients of financial aid must have filed a FAFSA and received an award letter. The aid will then be shown on the billing statement as "unapplied aid," and subtracted from the balance due.

Traditional students will be billed at a flat tuition rate for fall and spring semesters. Students with permission to take less than 12 credits will be billed at an adjusted per credit rate. Students with permission to take more than 18 credits will be charged flat tuition plus an additional per-credit charge. Summer session and winter session will be billed at a per-credit rate.

Tuition for courses dropped within the change-in-program period is handled as follows: For those courses within the flat fee range, there is no adjustment to tuition; For those courses that have been charged as an overload, refunds will be handled according to the refund calendar.

### Senior Citizens

Senior citizens 62 years of age or older may take their first Caldwell University undergraduate degree courses for credit at \$700 per course plus the comprehensive fee and any course fee. They may audit any two courses for \$75 plus the comprehensive fee. For a third course or more, there is an additional \$75 fee. This discount only applies for the first undergraduate degree. Any degrees beyond the first Caldwell University undergraduate degree will be charged the regular tuition rate.

**Fees: 2016 – 2017**

Application Fee (non-refundable) .....	\$50
Tuition (per credit) Continuing Education .....	\$700
Tuition (per credit) Graduate & ABA Doctoral Program .....	\$950
Tuition (per credit) Education Doctoral Program.....	\$1,090
Tuition Traditional Undergraduate Program	
Tuition (per year) Full-Time Flat Rate (12–18 credits per semester) .....	\$31,150
Tuition (per credit) Part-Time (1–11 credits per semester or additional credits above 18 credits per semester) .....	\$865
Auditing (per lecture course).....	50% of course cost
Room and Board (based on room assignment) .....	\$11,400–\$13,900
Room Deposit (non-refundable)	
Upperclassmen—payable by April 1 .....	\$200
Room Deposit	
New Students Only .....	\$200
Tuition Deposit	
New Students Only .....	\$250

**SPECIAL FEES**

Applied Music Fee .....	\$100–\$650
Art Studio Fee .....	\$75
Bad Check Fee .....	\$25
Commencement .....	\$150
*Comprehensive Fee (traditional undergraduate) .....	\$1,500
*Comprehensive Fee (part-time and graduate) .....	\$200 per semester
Online Course Fee .....	\$50 per course
Freshman Orientation .....	\$250
Instrumental Techniques Courses Rental Fee .....	\$60
International Student Orientation .....	\$250
Laboratory Science .....	\$45 per course
Late Fee Student Teaching Form .....	\$25
Late Payment Fee .....	\$75
Live Text .....	\$131.25
Nursing Student Clinical Fee.....	\$450 per semester
Outcomes Assessment Education Fee .....	\$15 per course
PLA Application Fee .....	\$100
PLA Course Fee .....	25% of current tuition
Project Excel .....	\$700
School Nurse/Teacher of Health Field Experience Fee .....	\$50–\$145
Senior Citizen Audit Fee (2 courses) .....	\$75
Student Teaching Field Experience Fee .....	\$390–\$960
Technology Fee (per year) .....	\$150
Theatre Courses .....	\$40–\$60
Transcript .....	\$7.25 (\$12.25 Rush)

\*Comprehensive Fee does not apply to online degree students.

(All tuition costs and fees are subject to change without prior notice.)

**Refunds**

Students who withdraw from Caldwell University because of prolonged illness or other legitimate reasons beyond their control are granted a refund of board and tuition according to the schedule on page 20 (Institution Tuition Refund Policy).

## FINANCIAL AID

Approximately 90% of the students attending Caldwell University receive some form of financial aid. Any student whose family resources cannot meet the cost of his/her education should apply for financial aid from among the variety of grant, loan, employment, or other programs available:

- University Scholarships and Gift Aid
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants
- New Jersey Tuition Aid Grants and Scholarships
- New Jersey Educational Opportunity Fund Grants
- Federal Work Study and Campus Employment
- Federal Stafford Loan Program (Subsidized and Unsubsidized)
- Federal PLUS Loan Program
- Private Educational Loans
- Veterans Administration
- ROTC

### Responsibilities of Financial Assistance Recipients

Students receiving financial assistance have the following responsibilities:

1. To complete an *annual* FAFSA application for financial assistance by the recommended April 15 deadline.
2. To meet the requirements of good academic standing.
3. To maintain satisfactory academic progress toward the baccalaureate. A chart outlining the requirements for Satisfactory Academic Progress can be found on page 20 of this *Catalog*.
4. To report to the Office of Financial Aid any changes in enrollment status, changes of name or address, and receipt of any additional internal or external financial assistance.

Caldwell University reserves the right to make adjustments in financial assistance packages because of changes in the recipient's enrollment or residency status, income discrepancies, or financial circumstances.

The university further reserves the right to make proportionate adjustments in campus-administered financial assistance if federal, state, or private funding changes.

Students who withdraw from the university before the end of an academic term may be required to repay a portion of their financial assistance.

### Application Procedures

Students applying for financial assistance must complete the Free Application for Federal Student Aid (FAFSA). The completed FAFSA must be filed with the federal government as soon after January 1 as possible at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

Once freshmen and transfer students are accepted to the university by the Office of Admissions, they will be notified of their financial assistance eligibility approximately four weeks after the Office of Financial Aid has received their processed FAFSA. Although award decisions will not be made until an applicant has been officially accepted by the Office of Admissions, it is important to note that financial assistance applications should be completed prior to admission acceptance.

### Application Deadlines

Applications for all financial assistance programs should be made by all new and continuing students as soon after January 1 as possible. The various state and federal programs have deadline dates that extend throughout the academic year. Consult the Office of Financial Aid for specific dates that may affect applications for these programs.

Complete the FAFSA online as soon after January 1 as possible. Filing by April 15, the recommended deadline, will maximize access to the various financial assistance programs. Applications made after April 15 will only be considered if funds remain available.

### COST OF EDUCATION

Typically the student budget is comprised of tuition, fees, and room and board for resident students. These would be considered direct costs to the student. There are indirect costs that also go into a student budget, such as personal items, books, supplies, transportation and a home maintenance allowance for commuting students. Additionally, there may be a one-time cost for a computer not to exceed \$1,000 and childcare-associated cost built into the student's budget on a case-by-case basis.

### TYPES OF FINANCIAL ASSISTANCE

Caldwell University offers financial aid to students in the form of merit aid, need-based aid and talent-aid. Academic scholarships are available to incoming students based on their high school grade point average and SAT or ACT scores or university grade point average for transfer students. Academic Scholarships range from \$6,000 to full tuition.

Talent awards are offered to students who demonstrate high levels of ability in the areas of art, music, athletics and leadership and community service. Awards can range from \$1,000 to full tuition.

Need based grants are awarded to students who have filed the Free Application for Federal Student Aid (FAFSA) with the Federal government and demonstrate financial need. Awards can range up to \$13,500.

### FEDERAL AND STATE GRANTS

**A Federal Pell Grant** is awarded to students who qualify, based on your family's income, assets and other data you provided when filing the FAFSA. Federal Pell Grants range up to a maximum of \$5,730 per year.

**The Federal Supplemental Educational Opportunity Grant (SEOG)** is a supplemental grant for students with exceptional financial need to assist them with the costs of education. These grants are very limited and are awarded out to students on a first come first serve basis until the fund is depleted. This grant is only available to students who are eligible to receive a Pell Grant. SEOG awards range up to \$700 per year.

### NEW JERSEY STATE FINANCIAL AID PROGRAMS

Students who are residents of the State of New Jersey for a minimum of 12 consecutive months may be eligible for Tuition Aid Grants (**TAG**) or Educational Opportunity Fund Grants (**EOF**) based on need as determined by filing the FAFSA. **If a student receives a New Jersey Tuition Aid Grant (TAG) and any other source of tuition grant or tuition remission, the net result will not exceed the cost of full tuition.**

## EMPLOYMENT OPPORTUNITIES

### Student Employment

Students may work in a variety of campus jobs under **Federal Work Study**:

- This program allows eligible students to earn funds to help to defray educational expenses. The program is financed chiefly by the federal government and administered by Caldwell University. Federal Work Study funds are awarded on a first come first serve basis for eligible students. Work study dollars as part of the financial aid package does not guarantee a position. Position availability is determined by individual offices and the student will earn the funds monthly if hired by the individual office.

## LOANS

### Federal Subsidized Stafford Loan

Under this program, eligible students may borrow for educational expenses based on need. Students have between 10 and 25 years to repay Stafford Loans depending on amount owed and type of repayment plan selected. Interest rate as of July 1, 2015 to June 30, 2016, for undergraduate students is 4.29%. Since July 1, 2012, graduate students working on a master's degree do not qualify for subsidized loans.

### Federal Unsubsidized Stafford Loans

These loans are available to those who do not qualify for federal interest subsidies under the Federal Stafford Subsidized Loan Program. The combination of subsidized and unsubsidized Stafford loans for a borrower may not exceed the annual and aggregate limits for loans under the Federal Stafford Loan Program. Interest rates as of July 1, 2015 to June 30, 2016, for undergraduate level is 4.29% and for graduate level is 5.84%.

**Note:** First-time recipients of Stafford Loans are required to complete an entrance interview and master promissory note online at [www.Studentloans.gov](http://www.Studentloans.gov). At this time, they will receive information on default, deferment, debt management and repayment schedules. Loan recipients are also required to complete an exit interview at the time they leave school online at [www.Studentloans.gov](http://www.Studentloans.gov). During your online counseling session repayment procedures, deferments and cancellation information will again be detailed. The seriousness of undertaking a loan obligation and responsibility for repayment is stressed during both sessions.

### Federal PLUS Loan

Parents of undergraduate students may borrow the cost of education minus any estimated financial aid. Payments begin within 60 days after second loan disbursement or may be deferred while the student is enrolled at least half time or until graduation. The interest rate as of July 1, 2015 to June 30, 2016, is 6.84%.

### Future Interest Rates

Interest rates for the 2016/2017 academic year will be set for all Direct Loan Programs after July 1, 2016. The financial aid web page will be updated with the most current interest rates once they are set by the Department of Education.

### Private Educational Loans

After exhausting all opportunities available from the federal and state aid programs, many parents and students will consider private loan programs as a source of funding. As always, taking on debt for any reason should be done deliberately and only for the amounts needed. If you plan to take a Private Educational Loan, you will need to select a lender. The lender is the institution from which the money is actually borrowed. All lenders are not the same. It pays to make an informed decision when selecting a lender. You will be entering in a long-term relationship with the institution. Reasons for selecting a particular lender vary from

person to person. Some choose based on name or brand recognition or reputation. Others prefer the immediate benefit of below-market processing fees. Still others are interested in borrower benefits in repayment, like an interest rate reduction as a reward for making consecutive on-time payments. We encourage families to use the lender and the loan product that best meets their needs.

### **Federal Loan Consolidation**

Students entering repayment may consolidate their loans. Programs that may be considered for consolidation are:

- Federal Stafford Loans
- Federal PLUS Loans

The Annual Percentage Rate (APR) is determined by calculating the “weighted average” of the interest rates of your consolidation loans. Go to [www.loanconsolidation.ed.gov](http://www.loanconsolidation.ed.gov) for more detailed information.

### **Ombudsman’s Office**

The Student Loan Ombudsman’s office works with student loan borrowers to resolve loan disputes and problems. The role of the Ombudsman is to help borrowers who have problems with Federal Loans.

**The Ombudsman’s Web site can be accessed at:** [www.ombudsman.ed.gov](http://www.ombudsman.ed.gov)

**Mailing address:** Office of the Ombudsman • Student Financial Assistance • U.S. Department of Education • FSA Ombudsman • 830 First Street, NE • Fourth Floor • Washington, DC 20202-5144

**Toll-Free Telephone:** 1-877-557-2575

**Fax Number:** 202-275-0549

## **OTHER SCHOLARSHIPS**

Scholarships for full-time students are based on academic achievement at Caldwell University and participation in the university community in student life activities. These scholarships are funded through a variety of philanthropic sources.

### **Additional Scholarship Opportunities**

The Office of Financial Aid has a scholarship coordinator that narrows down the search of qualified students for specific scholarships and will reach out to those who qualify to apply for a specific scholarship. The following are examples of some private scholarship opportunities offered at Caldwell University.

- ADP Science Scholarship
- Fava Scholarship
- Georgia Dragoo Scholarship
- Johnson and Johnson Scholarship
- Peggy Harris Scholarship
- The Hearst Foundation
- UPS Scholarship
- Wayne Russo Scholarship



### **The Friends of Caldwell University Scholarship**

A scholarship has been established by the Friends of Caldwell University, an organization comprised of parents, alumni, parents of alumni and benefactors. The Friends have supported the university for almost 50 years.

The scholarship is open to full-time students who have completed their freshman year. To be eligible, students must have financial need, achieved at least a 3.0 GPA and have demonstrated leadership through volunteering on the campus and in the community. Additional information is available from the Office of Financial Aid.

### **Alumni Scholarships and Grants**

Grants are open to the children, grandchildren, nieces, nephews and siblings of alumni who wish to complete the requirements for a bachelor's degree. Scholarships are limited to incoming freshmen who apply through the admissions process.

Letters of application must be submitted by the student as well as by the sponsoring alumna or alumnus. Letters should be sent to the Office of Admissions in care of the university, postmarked by April 15 for consideration the following year. The FAFSA must be completed in time for the results to be received by the university before March 15.

### **Family Reduction**

Students whose siblings are concurrently enrolled as a full-time traditional undergraduate degree seeking student receive a 10% reduction in tuition.

### **Veterans Administration**

Caldwell University is approved by the State Approving Agency for the education of veterans and their eligible dependents. Veterans may receive assistance in financial planning through the Office of Financial Aid.

To determine eligibility for Veterans' Educational Benefits, War Orphans' Benefits, the Post 9-11 GI Bill and Yellow Ribbon Program contact the local Veterans Administration office.

For additional information please consult the Caldwell University Web site at [caldwell.edu](http://caldwell.edu).

### **Other Sources**

Privately-sponsored scholarship programs are often available in local areas. Such information may be obtained from high school guidance officers. Handicapped students may be eligible for educational assistance through the New Jersey Vocational Rehabilitation Commission or the New Jersey Commission for the Blind.

Note: The Office of Financial Aid receives many opportunities from outside sources of aid and regularly posts these notices in the Office of Financial Aid.

## ACADEMIC REQUIREMENTS TO MAINTAIN FINANCIAL ASSISTANCE

Financial assistance recipients must be in good academic standing and must be making satisfactory academic progress. Failure to meet established criteria will result in the loss of financial assistance. Details concerning established criteria are available in the Office of Financial Aid and on the university Web site at [caldwell.edu](http://caldwell.edu).

It is important to be aware that academic progress is both qualitative and quantitative. The table below provides guidelines for academic progress for full-time traditional undergraduate students.

*\*Academic Progress for adult undergraduate students is included in the Academic Policy section of this Catalog.*

Academic Standing	1st year	2nd year	3rd year	4th year	5th year	6th year
<b>Quantitative:</b> The maximum credits a student can attempt to stay eligible for financial aid cannot exceed 180. The student must earn a minimum of 67% of the attempted credits after the 1st semester, in order to meet the graduation requirements. <b>Qualitative:</b> The students must meet the following GPA requirements on a 4.0 scale in order to stay aid-eligible.						
Minimum cumulative GPA	2	2	2	2	2	2

*\*Minimum credits earned each year includes summer semester.*

## INSTITUTION TUITION REFUND POLICY

If a student files an official withdrawal or add/drop form with the Registrar, they will be entitled to a refund according to the following schedule:

### Fall/Spring Semesters:

Within the first week of class .....	80%
Within the second week of class.....	60%
Within the third week of class .....	40%
Within the fourth week of class.....	25%
After four weeks .....	<b>NO REFUND</b>

### Summer Semester:

After the first class session .....	80%
After the second class session .....	60%
After the third class session .....	<b>NO REFUND</b>

If a student fails to drop or withdraw from a course within the published time periods, they are not entitled to a refund of charges incurred, unless compelling circumstances precluded the student from taking appropriate actions. Failure to attend a course does not constitute a formal drop or withdrawal and a student will not be automatically dropped from a course due to non-attendance. Exceptions to this policy must be appealed to and approved by the Vice President for Academic Affairs in order for action to be taken by the Office of the Registrar. Adjustments are made by the Student Accounts Manager in the Bursar's Office (973-618-3926).

## RETURN OF FEDERAL TITLE IV FUNDS

### Effective Fall 2000

The 1992 reauthorization of Higher Education Act of 1965 imposed a federally mandated refund policy on colleges and universities for students who receive Title IV financial aid. Institutions were required to use various refund calculations to determine the amount that the institution earned while the student was in attendance. The calculations varied according to the student's status, first-time student or continuing student. There was considerable confusion in the financial aid community with regard to the amount that the institution would be eligible to retain and that a student would be required to "repay" if he or she withdrew from a semester. The 1998 reauthorization of the Higher Education Act of 1964 simplified this calculation by replacing the current calculations with a single pro rata formula. It also shifted the focus from institution to the student. The student is only eligible for the amount that is earned at the time he or she ceases attendance. It no longer has a relationship to the student's institutional charges.

### EFFECTIVE FOR PERIODS OF ENROLLMENT BEGINNING ON OR AFTER 8/28/2000

The policy shall apply to all students who withdraw, drop out or are expelled from Caldwell University and receive financial aid from Title IV Funds:

1. The term "Title IV Funds" refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs:
  - a. Unsubsidized FFEL/Direct loans, subsidized FFEL/Direct loans, Federal Pell Grants, Federal SEOG.
2. A student's withdrawal date is:
  - a. The date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw; or
  - b. The midpoint of the period for a student who leaves unofficially without notifying the institution; or
  - c. The student's last date of attendance at a documented academically related activity.
3. Refunds on all institutional charges, including tuition and fees, will be calculated using the Caldwell University refund policy published in the *Catalog* and class schedule and will be calculated and determined by the Bursars Office.
4. Title IV aid is earned in a prorated manner on a per diem basis up to and including the 60% point in the semester. 60% is approximately 9.6 weeks of a 16-week semester or 4.8 weeks of an 8-week summer session. Title IV aid and all other aid is viewed as 100% earned after that point in time.
5. The percentage of Title IV aid earned shall be calculated as follows:
  - a.  $\text{Number of days completed by student} \div \text{Total number of days in term}^* = \text{Percent of term completed.}$
  - b. The percent of term completed shall be the percentage of Title IV aid earned by the student.
  - c. The total number of calendar days in a term of enrollment shall exclude any scheduled breaks of more than five days.\*
6. The percentage of Title IV aid unearned (i/e., to be returned to the appropriate aid program) shall be 100% minus the percent earned.
7. Unearned aid shall be returned first from the student's account calculated as follows:
  - a.  $\text{Total institutional charges (x) percent of unearned aid} = \text{amount returned to programs.}$
  - b. Unearned Title IV aid shall be returned to the following programs in the following order:
    - Unsubsidized Federal Stafford Loan
    - Subsidized Federal Stafford Loan
    - Federal Pell Grant
    - Federal SEOG Grant
    - Other Title IV grant programs

*Exception:* no program can receive a refund if the student did not receive aid from that program.

8. When the total amount of unearned aid is greater than the amount returned from the student's account, the student is responsible for returning unearned aid to the appropriate program(s) as follows:

- a. Unsubsidized Federal Stafford Loan\*
- b. Subsidized Federal Stafford Loan\*
- c. Federal Pell Grant\*\*
- d. Federal SEOG Grant\*\*
- e. Other Title IV grant programs\*\*

*\*Loan amounts are returned in accordance with the terms of the promissory note signed by the student.*

*\*\*Amounts to be returned by the student to federal grant programs will receive a 50% discount.*

### **Return of Title IV Funds Policy**

The following procedures should be followed when the Office of Financial Aid receives notification that a student, who is receiving financial aid, has withdrawn from the university.

- **Official Withdrawal:** Caldwell University will apply the official withdrawal date as recorded by the Office of the Registrar in determining the return of funds due by the student and/or institution. Caldwell University will consider the student's official withdrawal date to be the date the student submits his/her written withdrawal request, to the Registrar.
- **Unofficial Withdrawal:** Caldwell University will contact the student's instructors to verify that the student attended "at least half-time." If the instructor/s cannot verify the student's attendance "at least half-time," the student must return all financial aid funds. If the instructor/s verifies the student did attend "at least half-time," the Office of Financial Aid will apply the 50% point of the semester to be the withdrawal date. If Caldwell University determines that a student did not begin the institution's withdrawal process or otherwise provide official notification (including notice from an individual acting on the student's behalf) to Caldwell University of his/her intent to withdraw because of illness, accident, grievous personal loss, or other such circumstances beyond the student's control, Caldwell University may assign a withdrawal date that is related to that circumstance.
- **Calculations:** Caldwell University will use the Return of Financial Aid – Refund Policy federal software program to determine the amount the student and /or institution must refund to the appropriate program. The Office of Financial Aid and Student Accounts will work cooperatively to verify the accuracy of each refund calculation.
- **Institution's Return of Funds:** Once the institution's portion of the return of funds has been calculated, the Office of Financial Aid will reduce the student's original financial award and return the funds within 30 days to the appropriate program/s in the order specified. If this creates a "charge" on the student's account in Student Accounts, the student will be responsible for paying the debt to Student Accounts immediately. The student will not be allowed to register, receive an official transcript, and/or receive future financial aid until the debt to Caldwell University has been paid in full.
- **Student's Return of Funds:** Once the student's portion of the return of funds has been calculated, the Office of Financial Aid will notify the student of the amount he/she must repay. The student may select one of the following repayment options:
  - The student may pay Caldwell University the full amount of his/her debt, and the university will return the funds to the appropriate programs; or
  - The student may contact the Department of Education to establish a repayment plan.

The student will remain eligible for Title IV Funds for 45 days from the date the institution sends a notice to the student of the overpayment. To continue eligibility past 45 days, the student must pay the overpayment in full to Caldwell University or make satisfactory arrangements to repay with the Department of Education. On the 46th day, the institution will report the student's overpayment to the Department of Education, and if the student must return federal loan funds, the student's lender will be notified of the amount owed by the student. The student is responsible for repayment of any loan debt to his/her lender.

- **Return of Unearned Funds:** Unearned funds must be returned in the following order: Unsubsidized Federal Stafford Loan, Subsidized Federal PLUS Loan, Federal Pell Grant, Federal SEOG, other grant, scholarship, or loan assistance. If there is a return for a loan fund that was originally received by EFT, the Office of Financial Aid will be responsible for the return of these funds. If the loan funds were originally received by "paper check" from the lender, Student Accounts will be responsible for return of these funds to the lender.
- **Post-Withdrawal Funds:** If the amount disbursed to the student is less than the amount the student earned, the amount is considered to be post-withdrawal disbursement. Post-withdrawal eligibility can be used to credit outstanding charges on the student's tuition account. Caldwell University has 30 days, from the date of the institution's determination that the student withdrew, to offer any amount of the post-withdrawal disbursement to the student (or parent for PLUS loans). The student (or parent) may accept or decline some or all of the post-withdrawal disbursement that is not credited to the student's account. The student or parent must respond within 14 days of the date that the institution sends the notification to be eligible to receive the post-withdrawal disbursement. If the post-withdrawal disbursement is accepted, Caldwell University must make payment within 90 days of the date of the institution's determination that the student withdrew. If the student (or parent) does not respond to the institution's notice, no portion of the post-withdrawal disbursement that is not credited to the student's account may be disbursed.

## LEAVE OF ABSENCE

Caldwell University may grant a student a leave of absence of up to 180 days in any 12-month period during which the student is not considered withdrawn and no refund calculation is required. NOTE: International students on a leave of absence cannot stay in the United States.

If a student does not return to the school at the end of an approved leave of absence, the school is required to calculate the refund based on the date the student initiated the leave of absence.

Leave of absence requests for the current semester must be received before the last day to withdraw.

## MEDICAL LEAVE OF ABSENCE

Medical leave of absence is an option available to students who must interrupt study temporarily because of physical or psychological illness. A Medical Leave of Absence may be granted contingent upon the submission of documentation from a health care professional. The student must provide documentation from a health care professional confirming that the student is unable to engage in collegiate study.

Medical leaves initiated by a student may be for one semester and up to two years. Although medical leave may be initiated by a student, in certain cases, the university may require a medical leave. In cases where a student poses a significant risk of harm to the community, the Student Life Office, in consultation with appropriate parties, may require the student to take a medical leave.

Students are urged to use their time on leave to obtain treatment as recommended for the physical/mental health issues or life events that precipitated their leave and to develop their independence and stability.

A student who wishes to apply for return to campus after a medical leave of absence must submit a return/readmit form. In addition, the student must provide documentation to Caldwell University Wellness Center, Health Services Office pertaining to his or her treatment and ability to resume academic/social obligations and responsibilities. Other additional requirements may be requested.

Students should allow the university appropriate time to evaluate the request to return and allow for additional evaluations as determined by the university.

## **TUITION REMISSION INFORMATION**

There are different types of tuition remissions available for members of the Dominican order. Additionally, lay persons who work full time as teachers in Catholic schools or as diocesan employees, when presenting supporting documentation, are entitled to a tuition remission. Members of religious orders other than Dominican should also contact the university to determine if there could be a remission and what application procedure to follow.

Remissions as of Fall 2013	UG	GR	G2	Eligibility requirements, proof must be submitted to the Bursar's Office for discounts.
ABA Graduate Assistantship		100% up to 9 credits per YR		Scholarship assigned to a student from ABA department chair. It can be for either the 1st or 2nd graduate degree.
Alumni Remission	25%	10%	15%	Tuition remission is extended to students who have earned a degree from Caldwell University and are pursuing another degree or certificate, the discount is applied by division not by the classes one is taking.
Archdiocese Discount	20%	25%	X	Tuition remission is extended to students working or volunteering for the Archdiocese of Newark. Only for adult undergraduate theology majors and graduate pastoral ministry majors.
Associates Degree with 2.75 GPA	15%	X	X	Adult undergraduate students who graduate with an associate's degree and a cumulative GPA above a 2.75 (A.A. or A.S.).
Caldwell Family/Sibling Discount	10%	10%	10%	Tuition discount for students whose spouse, child or sibling are concurrently enrolled at Caldwell University as a <b>full-time traditional undergraduate</b> . This can be applied to the undergraduate or graduate student.
Caldwell FT Employee Dependent, TR	100%	X	X	Tuition remission for dependents of full-time employees of Caldwell University.
Caldwell FT Employee Spouse, TR	100%	X	X	Tuition remission for spouse of full-time employees of Caldwell University.
Caldwell FT Employee, TR	100%	100%	X	Tuition remission for full-time employee of Caldwell University.
Caldwell PT Employee, TR	50%	50%	X	Tuition remission for part-time employees of Caldwell University. <b>Dependents and spouse of part-time employees do not qualify.</b>
College of Independent College – Tuition Exchange (CIC/TE), TR	100%	X	X	College of Independent College Tuition Exchange program.
Criminal Justice Discount	25%	25%	25%	Tuition discount for adult undergraduate and graduate students working as a paid police officer, firefighter or EMT.
Dominican Sister – Caldwell	100%	100%	X	Tuition remissions for Caldwell Dominican Sisters.
Dominican Sister Niece/Nephew	50%	X	X	Tuition discount for full-time traditional undergraduate students with direct Caldwell Dominican Sister relationship (i.e. sisters/brothers/nieces/nephews, grandnieces/grandnephews).
Dominican Sister – Non Caldwell	50%	X	X	Tuition remission for non-Caldwell Dominican Sisters.
Essex County Discount	10%	X	X	Tuition discount for new adult undergraduate students starting fall of 2013 and beyond, residing in Essex County.
Graduate Assistantship	X	100% up to 6 credits a semester	X	Assistantship assigned to a student from individual department chairs, the work the student is doing must be relevant to their studies.
Mount Saint Dominic Remission	10%	X	X	Tuition discount extended to students who have graduated from Mount Saint Dominic Academy or who are dependents of a full-time employee of Mount Saint Dominic Academy.
Parish Volunteer Discount	20%	20%	X	Tuition discount for adult undergraduate students who are at least part-time volunteers (min. 10 hours a week) at a parish enrolled as a full-time adult undergraduate (12 credits or more) or graduate (9 credits or more) student at Caldwell University.
Parochial Teacher	25%	25%	X	Tuition discount for full-time teachers, principals, nurses, librarians whose positions require state certification at a Catholic school.
Phi Theta Kappa – Adult Undergraduate	25%	X	X	Tuition discount for adult undergraduate students who have reached the distinguished honor from a community college.
Project Excel – High School Students	67%	X	X	Reduced rate for those students taking Caldwell University classes while still enrolled in high school.
Religious Discount	25%	25%	X	Adult undergraduates or graduates who are members of religious orders other than Dominican, who are matriculating and are actively involved in the work of pastoral ministry on a paid or volunteer basis in a church related institution.
Senior Citizen Discount	67%	X	X	Tuition discount for students over the age of 62 pursuing their first undergraduate degree from Caldwell University.
Teacher Cohort Discount	X	25%	X	Tuition discount for teachers in the off-site education cohort programs taking graduate coursework.
VA CH33 Non Yellow Ribbon – Determined by FA VA rep	25%	25%	25%	Tuition discount awarded to students who are not 100% Post 9/11 eligible.

Students who qualify for multiple discounts will receive the largest discount. If the student is also eligible for institutional money the combination of the discount and institutional monies cannot exceed the **Cost of Tuition**.

**Division Titles:** UG = Undergraduate Degree, GR = Graduate Degree, G2 = Second Graduate Degree

Remissions labeled TR must apply through Human Resources.







# STUDENT SERVICES

In support of the university's mission, vision, and CORE values, the Student Life Office provides services and resources to meet the needs of students enrolled at the university. The Vice President for Student Life oversees student life programs and staff on campus and serves as student advocate in partnership with faculty, staff and departments to continuously enhance the student experience. The following are offices within the Student Life Cluster:

### **International Student Services**

The Mission of the Office of International Student Services (OISS) is to advance Caldwell University's commitment to a holistic education by providing immigration expertise and services to the international community at Caldwell University. The OISS advises international students on compliance with immigration laws and regulations, provides support to international students in cultural and social adjustment, and assists student, administrative, and academic groups in their initiatives to nurture and grow international programs.

The Director of International Student Services serves as the Principal Designated School Official (immigration compliance officer) to the Department of Homeland Security in all international student immigration-related matters, including the issuing of I-20 documents and maintenance of SEVIS records. International students can access relevant academic information about immigration regulations through the international page on the Caldwell University Student Portal.

### **Residence Life**

The residence halls are operated by the Director of Residence Life with the support of the Assistant Director, Graduate Resident Directors, and student Resident Assistants. The Residence Life team is committed to fostering a vibrant living environment that is inclusive, safe, and fun! The Office of Residence Life collaborates with its residents to plan activities that are focused on student needs and the Catholic Dominican mission.

### **Student Engagement**

The Office of Student Engagement is a student-centered department dedicated to providing opportunities for individual, organizational, and professional growth and success. We work not only as the primary source of programming for students, as well as advisors to all student clubs and organizations, Greek life, and the Student Government Association. Additionally, we coordinate volunteer opportunities for students to get involved and give back to Caldwell University as well as the surrounding community. It is our mission to ensure that each student has access to a plethora of opportunities that will allow them to excel both in and out of the classroom; and develop the skills necessary to succeed as a member of society.

### **The Wellness Center**

The Wellness Center is devoted to the mission of the university by joining the mind, body, and spirit in promoting the well being of our students. The Offices of Campus Ministry, Counseling, and Health Services are housed within the Wellness Center in an effort to provide comprehensive, holistic care to students. The Center is located in the George R. Newman Center on the second floor.

### **Campus Ministry**

The Campus Ministry Office serves all members of the university community; one does not have to be a Catholic or a Christian in order to benefit from or participate in the programs this office sponsors. Campus Ministry promotes the Catholic and Dominican identity of all aspects of life on campus. All are invited to join Campus Ministry in the planning and celebrating of occasions that enrich the religious and spiritual life of the entire university. Campus Ministry encourages young people to talk about their faith openly and practice it with enthusiasm. Therefore, we provide opportunities for all students to come together as a community and live the Gospel command "Whatsoever you do to the least of my people, that you do unto me." (Mt. 25:40) We are called to respond to those in need with love and

compassion. The Office of Campus Ministry gives students, faculty, and staff an opportunity to put their faith into action while deepening their relationship with Jesus through prayer and service. All students are encouraged to preach in action by volunteering their time and talents to our brothers and sisters most in need. The Office of Campus Ministry serves as a resource to students, faculty and staff seeking to deepen their spiritual lives through programming that enables the spiritual growth and well-being of the individual.

### **Counseling Services**

Counseling Services supports the academic mission of the university by providing services and programs that help students maintain their emotional well-being in order to achieve their academic goals. Professional counselors assist students in understanding their abilities and potential, guide students through changing circumstances, and help students grow in the midst of personal difficulty. This office sponsors special programs and workshops and offers short term individual and group counseling by appointment and on a drop-in basis.

The office also offers counseling, education, and referrals to anyone experiencing problems with alcohol or other drugs, or to those who may be concerned about a friend or family member's substance use. Programs are designed to assist students in making safe and informed choices concerning alcohol and other drugs.

Counseling Services also houses a self-help library that contains a wide selection of books, audio-visual materials, and pamphlets on topics that are relevant to students' emotional and personal needs. The office also sponsors C.A.T.S. (Caldwell Advocates Teaching Students), a peer-led group that provides education and outreach to students about wellness issues.

All counseling services are free and confidential. For further information about Counseling Services, log onto our Web site at [caldwell.edu/counseling](http://caldwell.edu/counseling).

### **Health Services**

The Office of Health Services is dedicated to supporting the educational process by modifying or removing health-related barriers to learning and promoting optimal wellness. The goal is to educate students to make informed decisions about health-related concerns and empower students to be self-directed and well-informed consumers of healthcare.

The office is located on the first floor of the Mother Joseph Residence Hall. A wide range of primary care and referral services are available to all Caldwell University students. The office is staffed with a full-time registered nurse and a part-time physician. There are no fees for the services provided at the Office of Health Services. Students are encouraged to schedule appointments, however, walk-ins are welcome.

Health Services is also responsible for the public health of the campus and the university's compliance with New Jersey laws concerning immunizations. All required health documentation must be received and verified. Failure to comply with the requirements will affect a student's registration status.

All records and visits to the Office of Health Services are confidential.

**Athletics**

The Athletic Department provides both intercollegiate and recreational sports programs. Caldwell University is a member of the National Collegiate Athletic Association (NCAA) Division II, and the Eastern College Athletic Conference (ECAC). The Cougars compete in the Central Atlantic Collegiate Conference (CACC), considered one of the most competitive small college conferences in the East Region. In the fall of 2014, Caldwell introduced three new intercollegiate programs: men's cross country, men's track and field, and women's bowling. The men's intercollegiate programs include soccer, basketball, tennis and baseball. Women's programs consist of cross country, soccer, tennis, volleyball, basketball, lacrosse, softball and track and field. Caldwell University offers athletic scholarships for all of its intercollegiate programs.

The recreational sports program at Caldwell University provides an opportunity for all Caldwell students, faculty, and staff to participate in sports at a recreational level and to maintain a healthy lifestyle. Recreational sports events include basketball, soccer, volleyball, dodgeball, tennis, ultimate frisbee, wiffleball, and flag football tournaments and leagues. Fitness classes such as kickboxing, Pilates, yoga, and Zumba are also offered.

Enhancing both the intercollegiate and recreational sports programs is the George R. Newman Recreation and Athletic Center. Officially opened in August of 2002, this 60,000-square foot facility features an 1,800-seat arena, locker rooms, suspended track, bookstore, meeting rooms, Athletic Department offices and the Athletics Hall of Fame and Welcome Center. The Newman Center also features an aerobics room and fitness center, featuring a full line of cardiovascular and strength training equipment.

The campus includes athletic fields for all types of sports and recreation, a second gymnasium, and three tennis courts. The intercollegiate baseball team plays its home games at the Kiwanis Oval, located a few blocks west of campus. The women's lacrosse team plays their home games at Centennial Field, which is less than a mile east of campus.

A highly-qualified coaching staff is committed to the development of the total student-athlete through a balance of excellence in both academics and athletics. Consequently, success has reached the Caldwell University teams in the classroom, as well as on the courts and fields. A departmental academic advisement and monitoring program helps Caldwell University student-athletes earn recognition for academic and athletic achievement from regional and national organizations.

Along with academic and athletic success, Caldwell University student-athletes are committed to community engagement activities on campus and in the surrounding communities. All information regarding the intercollegiate and recreational sports programs at Caldwell University can be found on the athletics Web site: [www.caldwellathletics.com](http://www.caldwellathletics.com).

## CAMPUS RESIDENCE

On-campus residence is available for students in Mother Joseph Residence Hall, Rosary Hall and Dominican Hall.

The Mother Joseph Residence Hall (MJRH) houses approximately 338 full-time students. Most of the rooms are double occupancy; a limited number of single, triple, and quadruple occupancy rooms are available. There is a university chapel that is located on the first floor. Each wing on the floor is equipped with a kitchenette outfitted with a stove, a microwave oven and refrigerator.

Rosary Hall houses approximately 77 full-time students on the third and fourth floor of the Administration Building. Students who choose to live in this building have chosen to live in a quieter environment. The floors each have a full kitchen, laundry room, and comfortable lounge. Many rooms are single occupancy.

Dominican Hall houses approximately 196 full-time students. This building has been designed as suite-style housing. Most suites consist of two double-occupancy bedrooms and a limited number of single-occupancy bedrooms. Each suite consists of two bathrooms, living room and either a half kitchen or a full kitchen. There are four lounges located throughout the building as well as two study lounges.

All residents participate in the campus food plan, which provides a continuous dining option where residents may visit the dining hall as often as they wish. Breakfast, lunch and dinner are available to both residents and commuters in the dining hall in the Student Center provided by Gourmet Dining.

All residence hall rooms are equipped with cable television service, data ports for high-speed Internet access and wireless internet. A fully equipped laundry room is provided in each residence hall for residents' use which is included in their housing fees.

**Activities**

The Caldwell University community celebrates the relationships and events which are the hallmarks of its particular identity in a series of activities throughout the academic year. The university also provides its students with numerous activities including sports, clubs, publications, and student government.

**CLUBS AND ORGANIZATIONS**

Accounting Club  
 Anime Club  
 Art Club  
 Black Student Union (BSU)  
 Caldwell University Cheerleaders  
 Calyx  
 Campus Ministry  
 Criminal Justice Club  
 CU Nurses Association  
 Circle K  
 Dance Club  
 Delta Phi Epsilon Sorority  
 Film Club  
 French Club  
 Gamer's Club  
 Handmade for Hospitals  
 Health Professions Club (HPC)  
 H.O.P.E.  
 International Student Organization (ISO)  
 Italian Club  
 League of Legends  
 Kappa Beta Gamma Sorority  
 Latin American Student Organization (LASO)  
 Marketing Club  
 Math Club  
 Music Club  
 Operation Smile  
 Psi Sigma Phi Fraternity  
 Sigma Alpha Pi  
 Socio-Political Society  
 Step Team  
 Student Alumni Association  
 Student Government Association (SGA)  
 Students for Life  
 Tennis Club

**PUBLICATIONS**

*Calyx*  
*E-Insight*



## TRADITIONS OF CALDWELL UNIVERSITY

### Academic Convocation

A long-standing tradition at the beginning of each fall semester, Caldwell University formally receives and welcomes new undergraduate students into the academic community. The Academic Convocation ceremony is celebrated prior to the beginning of fall semester classes. Each new student receives a pendant featuring the university seal.

### Mass of the Holy Spirit

Early in the fall semester, the university community gathers for the Mass of the Holy Spirit to begin the academic year anew, rededicate ourselves to our purpose as a campus, to welcome new students, staff, and faculty to the community, and to ask for God's inspiration and spirit to fill all that we do. Special blessings of teams and/or student groups are often conducted. All are welcome to attend.

### Caldwell Day of Service

Caldwell University's Caldwell Day of Service, celebrating the life of St. Martin de Porres, is held each fall semester. St. Martin was a Dominican brother whose passionate love for God led him to serve the poor in Lima, Peru during the early 1600's. On Caldwell Day, classes are canceled and offices are closed to allow faculty, staff, students and alumni to serve the local Caldwell/Essex County area and to put into action our Catholic Dominican Mission as a university community.

### Christmas Traditions

The university commemorates the birth of Christ with a cluster of ceremonies and activities. Reminded of those who are less fortunate, the custom of a "Giving Tree" has been established, allowing members of the university community to share something of themselves with others. Members of the university community decorate a Christmas tree for the Student Center.

An Advent Liturgy is celebrated by the university community, the outdoor Crèche and tree are blessed and illuminated amongst Christmas carols and hymns. Afterward, faculty, staff, and students gather for an evening celebration.

### Saint Thomas Aquinas Celebration

As a university community, we celebrate the Feast of Saint Thomas Aquinas, a Dominican philosopher and theologian who is the patron of Catholic education. Whereas the Feast of Saint Thomas Aquinas is January 28, we celebrate a campus-wide liturgy on the Wednesday closest to January 28 once spring semester classes are in session.

### Founder's Day

Each year, on the Wednesday closest to March 19 (the Feast of Saint Joseph), the university celebrates its founder, Mother Joseph Dunn, O.P., and the memory of the many women and men whose lives helped build the university. Following the Liturgy, years of service by faculty, staff and administration are recognized. The day is filled with spirit and pride; events also include the notable Founder's Day Lecture and community-building activities.

### Honors Convocation

Toward the end of each spring semester, prior to commencement, the Caldwell University community gathers to recognize the outstanding academic achievements of its students. The honorees range from inductees into honor societies, to outstanding scholars in specific majors of study, to the Trustee Award. Faculty and staff are also recognized. This ceremony also highlights faculty who have newly earned a Ph.D., the Excellence in Teaching Award, the Mission in Action Award, and the Caldwell Cup.

**Lady Lane Tree Dedication Ceremony**

Each year since 1943, graduating students dedicate a tree to be planted at Lady Lane to cement the relationship between Caldwell University and its alumni. This tradition unites alumni tangibly to the institution and provides them with a physical memorial for their time spent at Caldwell.

**Commencement Liturgy**

Prior to Commencement, graduates and their guests, faculty, staff, and students gather for the Eucharistic liturgy celebrating our graduates and giving thanks and praise for gifts given and received as a Caldwell University student. We ask a blessing for our graduates that they may continue to follow the mission and core values of the university as they begin a new chapter in their lives.

**Commencement**

Bachelor's, master's, and doctoral recipients who participate in the commencement ceremony are individually announced as they cross the stage to be recognized for their degree awarded.

## CALDWELL UNIVERSITY STUDENT CONDUCT STANDARDS

### Statement of Personal Rights and Responsibilities

Caldwell University has the right and the responsibility to set standards of conduct in order to safeguard the freedom to learn and to provide for the safety of persons on the campus. The university reserves the right to request at any time the withdrawal of a student who cannot or does not maintain the required standard of scholarship, whose conduct is not satisfactory to the authorities of the university, or whose conduct violates any of the university's policies or rules of conduct.

#### These rights and standards of conduct include:

1. The right to be free from discrimination, to be treated equally and as an individual without regard to sex (including pregnancy and sexual harassment), race, color, age, national origin, disability, handicap, religion, status as a veteran, affectional or sexual orientation, gender identity or expression, marital status, domestic partnership or civil union status, or on the basis of any other characteristic protected by applicable federal, state or local law(s).
2. The freedom to express one's views in a manner consistent with the university's mission; the freedom to meet peaceably on university property with other members of the university community; freedom of religion and political beliefs; and freedom from unreasonable search and seizure of one's person, possessions, or residence by university officials or personnel.
3. The right to assemble with others, to move about freely, and to join and organize associations for educational, political, social, religious, and/or cultural purposes.
4. The right to be treated fairly and to have access to a process through which a deprivation of rights can be resolved.

#### These responsibilities include:

1. The responsibility to refrain from discriminating, harassing, or treating individuals unequally on the basis of sex (including pregnancy and sexual harassment), race, color, age, national origin, disability, religion, status as a veteran, affectional or sexual orientation, gender identity or expression, marital status, domestic partnership or civil union status, or on the basis of any other such characteristic protected by applicable federal, state or local law.
2. The responsibility to permit one another to express views consistent with the university's mission, to meet peacefully on the university property with other members of the university community, not to interfere with other members of the community's freedom of religion and political beliefs, and to respect the person, possessions, and residences of others.
3. The responsibility not to interfere with others' rights to assemble, move about freely, and join and organize associations for educational, political, religious, social, and/or cultural purposes.
4. The responsibility to treat others fairly.

In the event of an emergency when it is necessary to protect the health or safety of the student or others, the university will notify the parents and/or guardians, regardless of the age of the student.

**Statement of General University Regulations/Code of Student Conduct**

Students are subject, both on- and off-campus, to all federal, state, and local laws and ordinances, as well as university rules and regulations. Students are subject to such disciplinary action as deemed appropriate, including suspension and expulsion, for acts or omissions that are prohibited by federal, state, or local laws or university rules and regulations. A student is subject to disciplinary action by the university student conduct process whether or not civil/criminal proceedings have been initiated. University conduct proceedings and hearings are not criminal proceedings. This principle extends to conduct that is likely to have adverse effects on the university and its stated mission, on the educational process, or that indicates the individual who committed the violation is an irresponsible member of the university community.

Please see the *C-Book* on the Caldwell University Web page and portal for more information.

## ALUMNI ASSOCIATION

Upon receiving a degree from Caldwell University, all graduates join the ranks of over 10,000 proud Caldwell University alumni.

### Vision

The Caldwell University Alumni Association is a dynamic organization dedicated to fostering opportunities, relationships and networks for all alumni that will allow them to cultivate an ongoing regard for each other, the university, and the values it represents. We do this in the spirit of thanks, pride and commitment.

### Mission

The Caldwell University Alumni Association stimulates academic and personal enrichment and provides social, cultural and professional opportunities for alumni and their families with the intention of creating an ongoing alumni presence on and off campus.

### History

The Caldwell University Alumnae Association was established in 1943 (changed to Alumni Association in 1986 when the university became co-educational), and Betty Glenn Matuszak '43 served as the first president. The Association developed and displayed a tradition of service under the guidance and innovative thinking of Sister M. Joanna Tracy, O.P., who served as moderator for more than thirty years. The Alumni Association now comprises two chapters (Shore Chapter and NYC Chapter), two affinity groups (Art Therapy and Outdoor Enthusiasts), and multiple committees. As we continue to grow, we welcome new opportunities to build relationships among alumni and between alumni and the university.

In 2013, Caldwell University students formed the university's first Student Alumni Association, a group dedicated to building bridges between Caldwell University students and alumni to help foster lifelong connections from the moment students begin their lives on campus. Two student representatives serve on the Alumni Board.

### Alumni Board

The officers of the Alumni Association are President, Vice President, Treasurer and Secretary. The Executive Board consists of the four officers, 10 to 15 members, the immediate past-President, a Board of Trustees Representative, and a maximum of two student representatives. Members of the Executive Board are appointed for a three-year term and may not serve more than two consecutive terms unless elected to serve as an officer.

The President of Caldwell University, Vice President for Development and Alumni Affairs and the Director of Alumni Affairs serve as ex-officio members of the Executive Board.

### Activities

Alumni are invited to participate in a number of events throughout the year as a way to engage them in campus life as well as life beyond the campus. Some of these events include the annual Homecoming celebration, Commencement, various departmental events, Career Fairs, organized outdoor activities, athletics games, local chapter events, volunteer and networking events.

Awards include The Peggy Harris Alumna/us of the Year Award, Family Legacy Award, and the Veritas Award.

**Services**

Alumni wishing to pursue additional courses at Caldwell University are eligible for a tuition discount. Immediate family members of alumni can also apply for an alumni scholarship for the next academic year by requesting a scholarship application from the Office of Financial Aid. The Alumni Association has awarded more than 125 scholarships to date.

Alumni are entitled to use Jennings Library and obtain a membership at the fitness center and track in the Newman Center. Contact the Office of Alumni Affairs for additional details.

For more information about alumni benefits and services, please visit [www.caldwell.edu/alumni](http://www.caldwell.edu/alumni).





## Programs of Study

The university offers various programs of study in the liberal arts and sciences leading to the degree of Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, or Bachelor of Science in Nursing. Degree programs have been designed to provide students with a well-rounded general education, to prepare them for careers in the professional or business world and to enable them to gain admission to professional or graduate schools.

## Degree Requirements

To be eligible for graduation with a bachelor's degree, a student must satisfactorily complete a minimum of 120 credits. These credits must fulfill one of the curricular distributions catalogued by the university in the ensuing pages.

Further, students must fulfill the following conditions in order to be eligible for graduation:

1. A minimum overall grade point average of 2.0 (C) in courses completed at Caldwell University.
2. A minimum of 2.0 (C) in each course required in a student's major. A student must also satisfy all department requirements and successfully pass a form of outcomes assessment in the senior year.
3. A minimum of 30 credits taken at Caldwell University, with the last 30 credits of the 120 credit requirement completed at Caldwell University.
4. A minimum of half the total number of credits for a given major must be completed at Caldwell University by all transfer students.

## Liberal Arts and Sciences Core Curriculum

At the core of a Caldwell University education is our liberal arts Core Curriculum. The learning objectives of the Core include "global objectives" that cut across different disciplines. The three global objectives articulate the expectation that upon completion of the core, Caldwell University students will be able to:

- communicate effectively in writing.
- demonstrate the ability to use logical reasoning to support conclusions.
- demonstrate competence in information literacy by selecting, utilizing and documenting appropriate sources.

All candidates for the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, or Bachelor of Science in Nursing degree are required to complete this program of courses, described at length in the *Core Curriculum Booklet*.

## The Foundational Core

The purpose of the Foundational Core is to introduce students to the breadth of disciplines in the Liberal Arts tradition while developing the fundamental skills of writing, critical thinking, and information literacy.

### THEOLOGY/PHILOSOPHY – 6 CREDITS

Students must complete TH 102 Introduction to Christian Theology and PH 102 Introduction to Philosophy.

### ENGLISH/WRITING – 6 CREDITS

Students are required to take EN 111 College Writing or, for non-native speakers of English, EN 120 (Advanced Composition 2) and one literature course. Students who show extraordinary writing proficiency will be placed in EN 320 Writing Power in lieu of EN 111.



**COMMUNICATION AND MEDIA STUDIES – 3 CREDITS**

Students must complete CO 230 Communication Skills, EN 110 Speaking for Success (for non-native speakers of English) or a Drama in Performance course.

**FINE ARTS – 3 CREDITS**

Students are required to take one course in fine arts. See *Core Curriculum Booklet* for options.

**HISTORY – 3 CREDITS**

Students are required to complete HI 101 Roots of the West or HI 102 The Shaping of the West.

**MATHEMATICS AND COMPUTER SCIENCE – 6 CREDITS**

Students are required to take one course in mathematics and one course in computer science from a departmental list of core courses found in the *Core Curriculum Booklet*.

**MODERN LANGUAGES – 3 CREDITS**

Students are required to complete a language or culture course. Courses are available, upon sufficient enrollment, in French, Italian, Spanish, English for non-native speakers, and American Sign Language. Based on testing, for students whose native language is not English, EN 125 (Advanced Grammar 2) may fulfill the modern language requirement.

**NATURAL AND PHYSICAL SCIENCES – 3 CREDITS**

Students are required to take a biological or physical science course.

**SOCIAL SCIENCES – 6 CREDITS**

Students must complete two of the following courses: BU 101 Survey of Economics, PO 125 Understanding the Political World, PS 150 General Psychology, SO 101 Introduction to Sociology: Foundations, or AN 225 Cultural Anthropology. Course selection may vary, depending upon the major. Refer to the *Core Curriculum Booklet*.

**FRESHMAN SEMINAR – 1 CREDIT**

(Not required for adult undergraduate students)

Although the Core Curriculum is intended as an educational experience common to all Caldwell University students, there are circumstances that allow for exemptions from certain courses or for substitutions of other acceptable courses. These circumstances are described in the *Core Curriculum Booklet*.

**The Enriched Core**

The purpose of the Enriched Core is to reinforce central elements of the Catholic and Dominican identity of the university while giving students choice and flexibility to pursue topics of interest. As a student, you will complete one course in each of the three clusters listed below (9 credits). The clusters will include courses from a broad range of disciplines.

**CATHOLIC AND DOMINICAN TRADITION – 3 CREDITS**

Courses in this cluster will create and deepen your connection to, and understanding of Roman Catholic and Dominican heritage.

**GLOBAL AWARENESS AND CULTURAL UNDERSTANDING – 3 CREDITS**

Courses in this cluster will enhance your understanding of the contemporary world through a focused examination of issues of current global concern and/or the development of characteristics of other societies and cultures.

## ETHICAL INQUIRY AND APPLICATIONS – 3 CREDITS

Courses in this cluster will critically examine the rational foundations of ethics and/or focus on the application of ethical parameters to specific issues, themes or areas of inquiry.

Courses for the enriched core will change each semester. Academic advisors guide students through the selection of courses to meet students interests and the Core requirements.

## Writing Across the Curriculum

Traditional undergraduate students will be required to complete two Writing Intensive courses. The first Writing Intensive course will be EN 111 or for non-native speakers of English, EN 120 or, for those so placed, EN 320. The second will be a Writing Intensive (WI) course in a discipline. A Writing Intensive course is designed to foster excellence in writing and the development of critical thinking skills while improving comprehension of course material. Writing tasks will be significant and frequent, including opportunities for feedback and revision.

## Majors

Majors are offered in the following fields: Accounting, Art, Biology, Business Administration, Chemistry, Communication and Media Studies, Computer Information Systems, Criminal Justice, Education, English, Financial Economics, Fine Arts (in Art), Health Science, History, Marketing, Mathematics, Medical Technology, Music, Nursing, Political Science, Psychology, Social Studies, Sociology, Spanish, Theology, and an Individualized Major.

A minimum of ten semester courses in one department is usually prescribed for the major. The course requirements are outlined by each department in the following pages. All programs require that students successfully pass a form of outcomes assessment in the senior year.

## Double Major

A student who has satisfied the requirements for more than one major leading to a baccalaureate degree as determined by the appropriate academic units may have both majors recorded on the degree and transcript upon written request to the Registrar. For a double major, one major must have at least eight courses (minimum of 24 credits), that are not shared with the requirements for the other major or core. A separate degree for each major is not awarded. The request must be made no later than the last date for submission of Declaration of Candidacy for the degree. Students cannot double major in Business Administration and another business major.

## Minors

Students who wish to may group a set of elective courses as a minor. Minors are noted on students' transcripts as a way of recognizing that they have, over and above their required major program, also concentrated to a lesser degree in one or more other areas. A minor is constituted by a group of courses (determined by each department) amounting to at least 18 credits in one of the following areas:

Accounting	Criminal Justice	Interdisciplinary	Political Science
Art	Drama	Italian	Psychology
Art History	Economics	Management	Sociology
Biology	English	Marketing	Spanish
Business Administration	French	Mathematics	Theology
Chemistry	Global Business	Music	
Communications	History	Philosophy	

## INTERDISCIPLINARY MINORS

Caldwell University offers the following interdisciplinary minors: Pre-Law, Art Direction, Copywriting, Graphic Design, Internet Communications, Media Production and Music Industry.

### THE FOLLOWING CONDITIONS SHOULD BE NOTED:

1. At least nine credits to be used toward a minor must have been taken at Caldwell University.
2. No more than two courses from the student's major concentration or core requirements may be included in the minor.
3. Students are referred to the individual department or program for the specific requirements for that minor.

## Certification Programs

Certification programs are valuable options for students who want a competitive edge in their careers. Certification programs may be taken by both matriculating and non-matriculating (non-degree) students. At least one-half of the credits for certification must be taken at Caldwell University. Students are referred to the individual department or program for the specific certification requirements.

## Second Degree

A candidate for a second degree, holding a prior Caldwell University degree, must complete a minimum of thirty-three (33) Caldwell University credits above the number of credits needed for the first degree and which must include the requirements of the major other than those taken for the first bachelor's degree.

Candidates for a second degree, holding a prior degree from another regionally accredited institution, must complete a minimum of 45 Caldwell University credits which include all requirements of the major.

Second degree candidates are accepted on a space-available basis as determined by the appropriate department. Students accepted for this program register as undergraduates and are subject to the rules and regulations affecting undergraduates.

## Degree Application

All candidates are expected to submit an application for degree completion well in advance of their anticipated completion date. The last day to file for a degree is as follows:

<u>EXPECTED DATE OF DEGREE COMPLETION</u>	<u>APPLICATION DATE</u>
May	November 1
August	February 1
December	May 1

Failure to submit an application on time may result in re-application for the next diploma-award date.

### **Academic Internship Program**

Caldwell University recognizes the valuable role that work experience can play in helping students understand and integrate theoretical and practical knowledge. Students interested in pursuing an internship for academic credit work with an internship faculty advisor and the Office of Career Planning and Development. Students must receive approval for the proposed internship, develop learning objectives and goals in consultation with the internship faculty advisor, work under the supervision of the employer and complete related academic assignments.

All academic internships require departmental approval. To be eligible, students must have completed 60 credits and maintain an overall GPA of 2.5. In certain cases, students who have completed 45 credits and maintain at least a 3.0 GPA may pursue internships for credit. Transfer students must complete at least one semester at Caldwell University to be eligible. Internships can be paid or non-paid. To earn credit for an internship, students must follow established policies and procedures, begin the process well before the semester for which they plan to register, and then register for the appropriate credit-bearing course by the appropriate semester deadlines.

Students are eligible to earn up to 3 credits per semester for an internship experience and a maximum of 9 credits, subject to departmental approval. For most academic departments, internships may fulfill elective credit. Students pursuing more than one semester with the same employer (to a maximum of two semesters for credit) must demonstrate increased level of responsibilities in their internship experience and develop substantive learning objectives, to be approved by the departmental chair. Students majoring in sociology and criminal justice are required to complete one 3-credit, 120 hour internship as part of their curriculum. Courses in the internship program include:

#### **Field Internship I: 2-3 credits**

A pre-professional, introductory experience in a career field. Internship responsibilities are entry-level in nature. The intern and internship faculty advisor develop related learning objectives. Course number: 487, preceded by departmental code.

#### **Field Internship II: 2-3 credits**

A second, pre-professional experience in a career field. Learning objectives and academic assignments should incorporate knowledge gained in Field Internship I and demonstrate new, substantive learning goals. Course number: 489, preceded by departmental code.

#### **Field Internship III: 2-3 credits**

Professional experience in the field directly related to the student's academic major and career objectives. Learning objectives and academic assignments must incorporate knowledge gained in Field Internships I & II and demonstrate new, substantive learning goals. Course number: 490, preceded by departmental code.

### **Freshman Connect Program**

The Freshman Connect Program, coordinated by the Academic Success Center, is a two-semester success program offered, by invitation, to students who are selected by the Office of Admissions. Participation is determined by high school GPA and transcript, SAT scores and other criteria.

Structured on a learning community model, Freshman Connect provides students with a controlled learning experience in which they can strengthen their academic skills and realize their potential as successful students while involved in college-level work.

The values in the learning community experience are not only increased competency in highly transferable skills, but also connection to classmates, professors and the university. It is believed that such bonds provide a comfortable and nurturing environment that enables students to develop personally and academically.

PROGRAM DESCRIPTION

**Fall Semester**

EN 101 The Process of Writing (3 credits)\*  
 HI 101 Roots of the West (3 credits)\* **OR**  
 IT 113 Italian Culture I (3 credits)\* **OR**  
 PS 150 Introduction to Psychology (3 credits)  
 LA 101 Foundations of Learning I (3 credits)  
 FS 189 Freshman Seminar (1 credit)\*

Two additional courses (6 credits) \*\*

**Total Credits – 16**

**Spring Semester**

EN 111 College Writing (3 credits)\*  
 HI 101 Roots of the West (3 credits)\* **OR**  
 IT 113 Italian Culture I (3 credits)\* **OR**  
 PS 150 Introduction to Psychology (3 credits)  
 LA 102 Foundations of Learning II (3 credits)

Two additional courses (6 credits) \*\*

**Total Credits – 15**

*\*Descriptions of these courses may be found in the Caldwell University Undergraduate Catalog.*

*\*\*The two additional courses will be determined by Accuplacer Placement Test results, student interest and course availability.*

COURSE DESCRIPTIONS

**LA 101 Foundations of Learning I (3 credits)**

This course will provide an examination of learning theory and its application to actual academic experiences. Instruction will focus on an integrated approach to active learning strategies and critical thinking abilities including techniques, problem solving, goal setting, information literacy, and oral and written communication. It will be taught in close collaboration with the instructors of College Writing and Roots of the West or Italian Culture or General Psychology.

**LA 102 Foundations of Learning II (3 credits)**

This course is a continuation of Foundations of Learning I and will provide a metacognitive approach to learning theories and critical thinking skills. Students will explore ways to use reading and writing as a means to learn, with direct application to actual collegiate experiences. It will be taught in close collaboration with the instructors of Literary Types and Themes and Roots of the West or Italian Culture or General Psychology with application of strategies to both.

*The integrated structure of this program does not permit students to withdraw from individual courses.*

**Combined Degree Programs**

Qualified students may apply for admission into a combined bachelor's/master's degree program in their junior year. Once accepted, students will complete a limited number of graduate courses, specified by the Department, which will be applied to **both the undergraduate and graduate degree requirements**, thereby shortening the time needed to earn a graduate degree. The student also pays undergraduate tuition for graduate courses taken prior to completing the bachelor's degree, which is awarded upon completion of the bachelor's requirements. For details on this opportunity, please refer to the *Catalog* sections in the Division of Business, Division of Education and Department of Psychology.

**Freshman Seminar**

Freshman Seminar is a one-credit course required for all freshmen. This course is designed to assist students with their transition to the university and to enable them to grow intellectually and personally. Through weekly goal-oriented sessions conducted by an academic advisor, students learn academic and personal life skills.

**Health Professions Program**

The Health Professions Program at Caldwell University provides personalized advising to assist students and alumni of Caldwell who are interested in a career in the health professions that include pre-med; pre-dental; pre-veterinary; physical therapy; physician assistant; occupational therapy; and others. In addition, Caldwell University has several affiliation agreements with health professional school partners which are administered by the office.

The Pre-Health Advisor works with the Pre-Professional Committee to provide a Committee Letter in support of the student's application to health professional schools. Services provided include individualized advising; maintaining student files; health professions informational seminars and workshops; maintaining a collection of resource materials that include professional school catalogs, admissions requirements, statistical information, videos; and ongoing support for students throughout the application process.

For further information contact William Velhagen, Department of Natural and Physical Sciences.

### **Option for Upper Class Students to take Graduate Courses**

Students who have completed 60+ credits and who have an acceptable GPA may take a limited number of graduate level courses from a listing available each semester, if all prior permissions are granted. Graduate courses in these programs may be taken for either undergraduate or graduate credit, but not both. Undergraduates taking graduate courses will be charged undergraduate tuition up to the maximum of six credits. Admission of an undergraduate to courses at the graduate level does not imply future acceptance into a graduate program. For further details, see *Catalog* sections of Business, Psychology and Theology Division/Departments.

### **Pre-Law Advisor**

The Pre-Law Advisor aids students who are interested in a career in law. Some of the services that the Advisor provides are: help with preparation for the LSATs, undergraduate course selection, law school preparation and application, internships and other activities related to law school and a law career. The Pre-Law Advisor also advises the Pre-Law Minor.

For further information contact Dr. Domenic Maffei, Department of History and Political Science.

### **Project Excel**

Project Excel invites able and ambitious high school juniors and seniors with a B average or higher to earn advanced placement and/or credits towards a college degree, preview university life, and extend their intellectual and cultural horizons. While attending high school, a student may also attend university classes during the regular academic year and/or during the summer session. In many cases, high school students who have combined Project Excel with advanced placement tests have actually been able to start as a second semester freshman at the university. Not only will the student have the opportunity to experience university life and university professors, they also save a considerable amount of money.

After successfully completing a Project Excel course, credits are held in escrow until the student requests a transcript to be sent to the college of their choice.

For more information, contact the project director, Dr. Nancy Becker, 973-618-3330.

### **ROTC**

Through a cross-registration program, full-time undergraduate and graduate students at Caldwell University may register for Army Reserve Officer Training Corps (ROTC), in association with nearby Seton Hall University and commute to the South Orange campus for the required military science classes. All other coursework, including the student's academic major, is taken at Caldwell University. The Department of Military Science at Seton Hall administers the military science courses.

The ROTC program, through a focus of academics, physical fitness, and leadership, prepares highly talented students for commission as a 2nd Lieutenant in the Army of the United States. Established as a college elective program and one of the best leadership courses in the country, it develops leadership skills such as discipline, confidence, and integrity that focus on teamwork to accomplish any given task.

Seton Hall University is the host school for students wishing to participate in an Army ROTC program when attending colleges in Northern New Jersey. While all instruction takes place on the South Orange campus and surrounding area of operation, 23 other affiliated colleges, including Caldwell University, have a cross-enrollment agreement with Seton Hall University that enables students to earn a commission in the Army of the United States.

Undergraduate students may enter the program as a freshman, sophomore, or in some circumstances at the start of their junior year. All non-scholarship students are given the opportunity to participate initially without entering any future commitment to the Army; however, a commitment must be determined prior to the start of your junior year. Full tuition scholarships are awarded based on merit.

For further information, please contact the Director of ROTC Admission (at Seton Hall) at 973-761-9446, via email at [nicholas.hoffman@shu.edu](mailto:nicholas.hoffman@shu.edu) or visit <http://www.shu.edu/offices/rotc-index.cfm>.

### **Short-term Study Abroad Programs**

For students who are looking to participate in a study abroad experience, but for a shorter period of time, Caldwell University offers short-term travel experiences to a wide range of locations throughout the world. Students are accompanied by faculty members who both design and present courses in a variety of academic disciplines. Undergraduate students have the opportunity to gain a practical understanding of the culture and customs of the country while immersing themselves in the course material. Short-term Study Abroad programs are normally taken during the winter, summer or spring sessions and are usually one to two weeks in duration. Students must have been enrolled in one semester prior to applying; have a minimum 2.5 GPA be in good academic and social/judicial standing; and are limited to six credits or two Short-term Study Abroad programs. These courses may not be taken as an audit.

For more information on Short-term Study Abroad programs being offered and to obtain the application, students should visit the Study Abroad Web site: <http://www.caldwell.edu/student-success/abroad-programs.aspx>.

### **Study Abroad**

Qualified students are encouraged to enhance their academic and personal plans by studying abroad during their summer or junior or first semester senior year. Students desiring to do so should plan their program with their department advisor(s) and submit an application to the visiting program and the Center for Advising, Records and Enrollment Services. Credit and grades for all Study Abroad programs, including the Fanjeaux summer experience, will be transferred and included in the GPA.

All eligible students are required to have a minimum 2.5 cumulative GPA, be in good academic and social/judicial standing, declare at least one major, and submit the appropriate applications by the published deadline. Interested students who meet these qualifications are welcome to visit the Study Abroad Web site (<http://www.caldwell.edu/student-success/study-abroad.aspx>) to obtain the Caldwell application and explore potential programs with affiliated and external Study Abroad programs.

### **Summer Science Institute for Middle School Teacher Certification**

Summer Science Institute will provide an opportunity for current middle school teachers to prepare for science certification by completing courses with content aligned to the Praxis exam. The program is designed to be completed in the summer when most school teachers can participate. The program complements the existing teacher certification with the flexibility for a second certification in science.

#### **Schedule**

Science courses that will be offered in Summer Sessions I and II:

BI 103 and BI 103L	4 Credits
PY 101	3 Credits
CH 111 and CH 110L	4 Credits
PY 205	4 Credits

Middle School endorsement also requires that Caldwell students take both ED 348 and PS 216 in addition to the elementary school certification coursework. It does not require additional coursework for Caldwell students pursuing secondary education certification in an area other than science.

### **Summer Session**

Summer Session provides opportunities for individuals to pursue university studies and take advantage of special programs during late May, June and July. The Summer Session is offered in two five-week semesters, and one eleven-week session. It is open to all students in good academic standing at Caldwell University and other institutions. Students may register for a maximum of twelve credits over Summer Sessions. Additional information is available at the Summer Session Web site <http://www.caldwell.edu/academics/summer>.

### **Washington Semester Program**

Caldwell University is affiliated with the Washington Semester Program of American University, Washington, D.C. Under this program, Caldwell University students spend one semester in residence at American University, taking advantage of the many resources of the Washington, D.C. area. The program is open to second semester sophomores, juniors and seniors in good academic and social standing.

Students enroll at American University during this semester. The program involves a seminar, internship experience and an independent research project or course elective. Washington Semester students earn a full semester of credit and can focus on one of ten areas of study: American Politics, Islam and World Affairs, Foreign Policy, Global Economics & Business, International Environment & Development, International Law and Organizations, Journalism, Justice & Law, Peace & Conflict Resolution and Transforming Communities. Credit and grades will be transferred and included in the GPA.

Further information on this program can be obtained from the Department of History and Political Science and on the Study Abroad Web site: <http://www.caldwell.edu/student-success/study-abroad.aspx>.



## Jennings Library

Jennings Library, situated between the Student Center and the Residence Hall, is a wireless facility that contains over 144,133 books in print and access to 5,663 electronic books and chapters in books. The Library subscribes to 402 periodical titles in print and has access to more than 32,625 journals through 41 online databases. The audio-visual collection numbers over 3,214 items and contains video tapes, compact discs, DVDs, etc. The curriculum Library contains textbooks, and a wide variety of teaching-related materials. There is also a large collection of children's literature for use in the Education program courses. There are a number of databases for student use in doing research which cover the university's major curricular offerings at both undergraduate and graduate levels. There is full Internet access. Online access to the book and media collections is available through CALCAT, available on and off campus via the Internet. All of the online databases are available on the university network which also allows for access from both on and off campus sites. In order to access all databases a Caldwell University e-mail/network account is required. The collections are developed continuously to support the curricular needs of students and faculty.

The library staff provides orientations for all incoming students, as well as course-specific instruction as requested by faculty. Services, hours, policies, and other useful information are available on the Library's homepage, [www.caldwell.edu/library/](http://www.caldwell.edu/library/).

As a member of OCLC (Online Computer Library Center), the library provides access to over 30 million titles in over 5,000 national and international libraries. Inter-library loans may be transmitted electronically for items not owned by the Jennings Library, using OCLC and/or Jersey Cat, a state-wide database of books and media materials. The Jennings Library is a charter member of the New Jersey Library Network. The Library is also a member of the VALE reciprocal borrowing program for both graduate and undergraduate students.

A current, barcoded ID card is necessary to borrow materials.

## Information Technology Resources

Caldwell University's Office of Information Technology (IT) provides various computing services and facilities for students, including e-mail, online learning systems, online registration resources, computer labs equipped with specialized academic software, and wired and wireless Internet connections in the residence halls, Jennings library and a few select areas on campus. Plans to expand the wireless network are underway.

All registered Caldwell University students are supplied with a NetID (network identification). The NetID is a personal and unique identifier that is used to access computing services.

IT manages the main computer lab on campus which is found in the Visceglia Arts Center, room 205. It is open to all students on Mondays through Thursdays from 8:00 a.m. to 9:30 p.m., Fridays from 10:00 a.m. to 4:00 p.m., Saturdays from 10:00 a.m. to 5:00 p.m. and Sundays from 2:00 p.m. to 8:00 p.m.

IT provides students with network specific support, such as anti-virus software requirements and network connection issues, through the Caldwell Connect program. They can be contacted at 973-618-3000, extension 4444.

Information about all our resources can be found by exploring the IT page on the Caldwell University Web site.

### **The Center for Advising, Records and Enrollment Services**

The Center for Advising, Records and Enrollment Services (CARES) is dedicated to the success of Caldwell University students. CARES is comprised of Academic Advising, the Bursar's Office, the Office of Financial Aid and the University Registrar's Office. These services exist in a single office space in Aquinas Hall to facilitate the student experience. The Center aspires to support and empower students from matriculation to graduation and beyond.

### **The Academic Success Center**

The Academic Success Center at Caldwell University offers academic support services through which students of all abilities can address their long and short-term learning needs in a supportive and relaxed environment. Individual and group tutoring in most academic subjects is available on a scheduled basis. Many drop-in sessions are also offered. Skill-specific workshops are presented regularly to help students develop and improve their study habits and writing techniques. The Writing Center, staffed by professional and peer tutors, has regular hours for scheduled and drop-in assistance. Students may be referred to the Academic Success Center by their professors for skill reinforcement, or they may arrange for their own tutoring by completing the form available in the Academic Success Center. Students who excel in a particular course and who have been recommended by their professor, may be invited to work as Academic Success Center tutors.

The Academic Success Center supports non-native speakers of English through a two-semester sequence of advanced level credit-bearing courses that develop academic language skills and cultural understanding, supplemented by tutoring and computer-assisted instruction.

The Academic Success Center encourages students to become independent and confident learners through academic counseling and the identification of learning styles.

### **Academic Advisement**

Since competent advising is an important dimension of the educational experience, all freshmen are assigned faculty/staff advisors who provide their advisees with the guidance necessary to foster scholastic success. These advisors also act as mentors in the Freshman Seminar, an academic/personal life skills course required of all freshmen. The advisors assist their advisees in creating an academic program which will be in accord with each student's needs, interests and career goals.

After the freshman year, students are assigned to an advisor of the department in which they are majoring. Undeclared students are advised by the Advisement Office.

For more information, visit Advisement online at <http://www.caldwell.edu/student-success/advisement.aspx>.

### **Educational Opportunity Fund Program (EOF)**

The Educational Opportunity Fund Program (EOF) at Caldwell University is designed to provide an opportunity for higher education to disadvantaged New Jersey residents who would not be able to attend Caldwell University without the financial assistance and special services provided through the EOF Program.

In addition to a grant, the EOF Program provides academic and support services to assist students in the transition from secondary to post-secondary education. All freshmen who qualify for the EOF Program are required to attend a special summer program prior to their first semester at Caldwell University.

The summer program combines academic preparation with achievement motivation and evaluates the individual student's strengths and weaknesses prior to fall placement. The program also provides ongoing support services in tutoring, personal and academic counseling and achievement motivation.

The EOF Program aims to give the student demonstrating potential a chance for success.

### **Career Planning and Development**

The Career Planning and Development Office provides students with the necessary tools training to prepare for their professional futures. Career Planning and Development offers programs, workshops and individual appointments counseling sessions to assist students with career planning, self-assessment, deciding on a major, and writing resumes and cover letters. The Career and Internship Fair is held each spring, and participating employers offer a variety of positions for undergraduate and graduate students.

Career Planning and Development also oversees the academic internship program (see the Special Programs section of this catalog for a full description of the academic internship program). Career Planning and Development counselors help students identify and secure appropriate internship experiences. The office maintains an online job board, C-Jobs, which lists part-time jobs (on- and off-campus), internships, and full-time opportunities. Career Planning assists students with all aspects of their job and internship searches. For more information, visit the Career Planning and Development Web site at [www.caldwell.edu/career](http://www.caldwell.edu/career).

### **Disability Services**

The Office of Disability Services (ODS) is a dedicated office for students with disabilities that arranges for reasonable and appropriate accommodations for eligible students. Caldwell University ensures that all students will have equal access to all services, programs and activities to ensure compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA, ADAA). The ODS seeks to foster independence and to develop the self-advocacy of students with disabilities. In addition, the ODS serves as a liaison and resource to members of the Caldwell University community. The Office of Disability Services is located in the Student Center. For further information about eligibility, rights and responsibilities, log onto the Disability Support Services Web site at [caldwell.edu/student-success/office-of-disability-services](http://caldwell.edu/student-success/office-of-disability-services).

### Registration

Students are required to register for courses at the Center for Advising, Records, and Enrollment Services, or online through the Web, at the time indicated in the university calendar. A schedule of courses and specific registration procedures are available prior to the registration period. Students choose their courses in consultation with their academic advisor. No credit can be earned in a course in which the student has not registered. The university reserves the right to cancel any course for which there is insufficient enrollment.

### Academic Credit

Matriculated students may earn academic credit toward a degree program offered by Caldwell University. Academic credit may be earned by satisfactory completion of an approved course or special program in the Caldwell University curriculum with a passing grade as evaluated by the instructor.

Students may also earn academic credit through credit by examination (see page 10 for more information) within the first 60 credits of matriculation and with the approval of the academic department.

A matriculated student may receive academic credit for courses completed at another institution that are equivalent in content and credit to courses in the Caldwell University curriculum as evaluated by the appropriate academic department. Transfer credit awarded may not exceed the maximum credits offered for an equivalent course in the Caldwell University curriculum.

### Course Load

A normal course load for a traditional student is five or six three-credit hour courses in any one semester. Online students may enroll in a maximum of 12 credits per semester or a maximum of 6 credits in each accelerated online session.

In most majors, the required four-year program totals 120 credit hours. Some science courses and additional prescribed courses necessary for completion of degree requirements in some concentrations may result in a four-year accumulation in excess of the usual 120 credit hours.

### Course Overload

Students who have a sufficient GPA (3.0) and wish to take more than 18 credits must have the written permission of the Department Chair and their advisor. Online students in good academic standing who wish to take more than 12 credits must have written permission from their advisor.

### Course Changes

Courses may be dropped or added with the consent of the academic advisor. Drop/Add Forms may be secured in the Center for Advising, Records, and Enrollment Services. No student will be permitted to add a course or transfer from one section to another after the first week of the semester. Failure to attend class does not constitute an official withdrawal. Failure to withdraw officially by the deadline date will result in the grade of "F" for the course.

### Repeating a Course

A student may repeat a course once without appeal. If after 3 attempts without passing, a student must obtain written permission from their Department Chair or Associate Dean to repeat the course. When a course is repeated, the higher grade will be used in determining the cumulative Grade Point Average. Both grades, however, are shown/recorded on the transcript.

### Tutorials

When a course which a student needs to complete degree requirements is genuinely unavailable, (i.e., a legitimate academic or personal problem has prevented the student from taking a regularly scheduled course) permission may be granted to take it as a tutorial. Applications,

which may be obtained from the Center for Advising, Records and Enrollment Services, require the approval of the instructor, the department chair and the academic advisor, and the Vice President for Academic Affairs.

### Independent Study

Independent study courses consist of student-designed, faculty-approved, in-depth programs of study outside of the university's regular course offerings. Such courses may be pursued only by upper division students with a cumulative index of 3.0 or higher, for a letter grade, after a proposal has been approved by the faculty advisor and the chair of the department of the respective discipline.

### Attendance

*The faculty have immediate jurisdiction over all student attendance regulation, and therefore the individual policies identified by the specific faculty member for the course will be the standard for student attendance in that course. In the absence of such rules, the policy below will apply.*

Regular and punctual attendance is an essential part of the educational program. Students are expected to be earnest about their scholastic work and to be absent only for serious reasons. Each instructor determines the course attendance policy and students should receive a policy statement at the beginning of the course in the syllabus. Students are expected to attend each class session in accordance with each instructor's or department's attendance policy. The responsibility for any work missed because of an absence rests entirely with the student.

Students requesting an excused absence must provide documentation to the instructor at least two weeks prior to the scheduled excused absence or as soon as possible when not known in advance.

Students may be required to account for irregularity in attendance, either by oral or written explanation to their instructor. Students absent from classes more than two consecutive classes for illness should provide medical documentation to the Health Services office.

Students who expect to be absent from class for five days overall should notify their professor and the Student Life Office promptly.

Any student who has been excessively absent (4 or more course meetings) from a course may be required to withdraw from that course without credit. Unless otherwise noted in the course syllabus, students who have missed 40 percent of the coursework without documentation and have not withdrawn will receive an F for the course.

Students who fail to attend class by the first meeting after the add/drop period should officially withdraw from the course through the Registrar's office to avoid receiving an F.

Students must be registered and in class prior to the start of the second week of classes. **If a student has not been in attendance by the first class of the second week**, the student will need faculty, department chair, and the Vice President of Academic Affairs' approval to enter the class. Instructors retain the right to deny admission to a course to any student who wishes to enroll after the add/drop period has ended.

### Delayed Opening/Emergency Closing

If a class is canceled for illness or personal emergency of the professor, every effort will be made to notify students by phone. The university's Emergency Closing telephone number is 973-618-3100. In the event of inclement weather, students and faculty should call this number or go to the university Web site for information regarding classes. Students should keep in mind that late afternoon and evening classes are not necessarily canceled if day classes are.

Should the weather improve, these classes may be held. Therefore, this number or Web site should be checked any time after 6:30 a.m. for information regarding day classes and again after 3:00 p.m. for a final decision on evening class cancellations.

### Academic Standing

The scholastic standing of a student is determined by the quality of work in class and semester examinations. It is expressed in terms of the scholastic index also known as the Grade Point Average (GPA). The scholastic index is computed by dividing the total number of quality points earned by the total number of semester hours attempted. For example, a student who has earned 30 quality points for 15 semester hours has a scholastic index of 2.0. Only course work taken at Caldwell University or in an approved affiliation program is included in the computation of the GPA.

Quality points are the numerical values assigned to the various grades as shown in the following table. For example, the grade "A" translates into 4 quality points per semester hour.

The cumulative index will determine the academic standing of a student at every point. A student is in good academic standing if the cumulative index is 1.8 at the end of the first semester and 2.0 at the end of every semester thereafter.

GRADE	QUALITY POINTS	INTERPRETATION
A	4.0	Highest level of achievement
A-	3.75	Exemplary achievement
B+	3.5	Consistently superior achievement
B	3.0	Very good
B-	2.75	Good
C+	2.5	Above average
C	2.0	Satisfactory work. Minimum grade for major field.
D+	1.5	Unsatisfactory
D	1.0	Poor performance. Minimum passing grade.
F	0.0	Failure
IN	0.0	A temporary grade given at the discretion of the instructor, provided the student has satisfactorily completed a minimum of 80% of the course work. Grades of Incomplete that are not resolved by the conclusion of the following semester will automatically be changed to an F. Students are eligible for ONE semester extension with approval from the instructor and the Department Chair. Incompletes may not exceed a total of 2 semesters. Incompletes must be filed with the Office of the Registrar one week before the beginning of examination week.
W		Authorized Withdrawal. After the official calendar date, the student who withdraws from a course will receive either WP or WF.
AU		Audit. Based on permission of professor and availability of seating.

NG	No Grade. Issued when an instructor has not provided a grade in a course.
P/F	Pass/Fail. Students may elect to take a course for pass/fail under the following conditions:

- a. They must have junior or senior class standing;
- b. Courses taken for pass/fail cannot be courses counted in the major nor courses used to fulfill the core requirements;
- c. A maximum of two courses can be taken pass/fail and cannot be taken at the same time;
- d. Students must declare officially with the Registrar's Office before the end of the add/drop period, their intent to take a course pass/fail.

### Academic Progress

Full-time students (defined as students taking 12 or more credits per semester) are required to demonstrate progress toward a degree according to the following conditions:

1. The attainment of a degree within a maximum of six academic years, fulfilling degree requirements as described in the university catalog for the year in which the student entered the university. The university cannot assure students that requirements and courses will be applicable for more than six years. Students in teacher education programs or other programs subject to professional licensing may be required to take additional courses in order to secure certification. (See also section on Interruptions of Registration, page 56.)
2. The successful completion of at least one-sixth of the credits required for graduation at the end of the first academic year, including summer school, and an additional one-sixth increment at the end of each successive academic year.
3. The maintenance of a minimum GPA of 1.8 during any one semester, a minimum cumulative average of 2.0 after two semesters, and a minimum of 2.0 in major courses during the junior and senior years.
4. Students who have not accumulated the minimum credits and/or the minimum cumulative average at the end of each academic year will be evaluated by the Vice President for Academic Affairs to determine if the student has the potential to complete the degree requirements within the maximum years allowed. A positive determination will indicate satisfactory progress.

The progress of part-time students (defined as students taking fewer than 12 credits in a semester) will be periodically reviewed by the Center for Advising, Records and Enrollment Services. Ordinarily, a student should be able to attain a degree within a maximum of ten academic years. After ten years, a re-evaluation of the student's record will be necessary. Students who take more than ten years to complete a degree run the risk of having to repeat or add courses in the major field in order to keep their education current.

A student who has been academically dismissed and then reinstated must show evidence of improved academic progress since dismissal in order to receive financial aid.

Students will not be funded with any financial aid past completion of 150% of their educational degree requirement (i.e., 120 credits to graduate cannot exceed 180 credits).

### Class Standing

To be classified as a sophomore, a student must have earned at least 30 credit hours; as a junior, the student must have earned at least 60 credit hours; as a senior, at least 90 credit hours.

### Grade Reports

At the close of each semester, grade reports will be available online. Report cards will only be generated if requested.

Mid-semester grades for students with freshman status will be available on the web. Upperclass students whose mid-semester grades are below C will be sent a warning letter.

### Change of Grade

A final grade may be changed for reasons of error in computation or in transcribing or in exceptional circumstances with written approval of the Vice President for Academic Affairs. Any such changes must be made within six months of the posting of the initial grade.

### Appeal of Final Grade

In exceptional circumstances, if a student believes that a grade is unjustified, the following appeal process can be followed. An attempt must be made to resolve the matter in a face-to-face meeting with the faculty member. If the student believes that the situation has not been resolved, the student may meet with the Department Chair (or the Vice President for Academic Affairs if the faculty member is also the Department Chair.) If the student continues to believe that the resolution is not satisfactory, he/she may appeal in writing to the Vice President for Academic Affairs using the designated Student Appeal form on the Caldwell Portal. The appeal will then be heard by the Academic Foundations Committee which may request oral testimony from the parties involved. The final decision will then be made by the faculty members of the Academic Foundations Committee. If the faculty member is not available to participate in the appeal process, the department chair shall act as surrogate for the faculty member in the appeal process. At all times, the burden of proof is on the student to demonstrate that the final grade does not accurately reflect the student's performance in the course.

#### **When supported by sufficient evidence, any of the following reasons may constitute cause for challenging a final grade:**

1. The grade was the result of an error on the part of the instructor in calculating, recording, or reporting a final grade.
2. The grade was awarded in an arbitrary or capricious manner.
3. The grade was the result of unfair discrimination. The student must provide evidence that the instructor did not apply a consistent grading standard to all students in the course.

#### **None of the following shall be considered cause for appealing a final grade:**

1. Disagreement with the course requirements established by the professor.
2. Disagreement with the grading standards established by the professor.
3. Disagreement with the instructor's judgment when applying grading standards, assuming that the instructor has made a reasonable effort to be fair and consistent in exercising that judgment.
4. The desire or need of the student to attain a particular grade.
5. Consequences that a student might face as the result of a grade award.

#### **An appeal of a final grade must be made within four months of the posting of the initial grade.**

*\*Adapted from Shepherd University.*



## **Academic Recovery**

### **Academic Standing Summary:**

- **Good Academic Standing:** Cumulative and major GPA is 2.0 or above.
- **Academic Warning:** Any student whose term GPA is below a 2.0.
- **Academic Probation:** Any student whose cumulative GPA falls below a 2.0
  - **Re-admit Probation:** Returning students who have a cumulative GPA below 2.0
  - **Continued Probation:** Second semester probation students whose GPA remains below 2.0 but have shown improvement by raising their cumulative GPA or achieve a term GPA of 2.0 or above.
- **Academic Suspension:** Any student who has failed to improve cumulative GPA or who has not achieve a term GPA of 2.0 or above after one semester on Academic Probation.
- **Academic Dismissal:** Any student who has failed to improve cumulative GPA after returning from Academic suspension and has put little to no effort in achieving academic goals will face academic dismissal from the University.

### **Academic Warning:**

Students on academic warning are in danger of meeting academic requirements because their term GPA is below a 2.0. These students may need additional support and will meet with a recovery advisor during the semester to ensure that they are utilizing academic resources as needed. Advisor will monitor students' progress throughout the semester. Students on academic warning will be suggested, by recovery advisor, to participate in academic activities to improve their grades. This includes, but is not limited to, tutoring, writing assistance, workshops, career development, and counseling. Any student who demonstrates academic progress by obtaining a term GPA of 2.0 or above will no longer be on academic warning.

### **Academic Probation:**

Students on academic probation have a cumulative GPA below a 2.0. Traditional students on academic probation are required to meet with their recovery advisor at the beginning of semester for an initial meeting where they will review academic policies and develop a strategic academic plan for success. Specialized cohorts such as: adult students will meet with the Academic Recovery advisor for an individualized plan. In the Academic Recovery program, students will meet with advisor consistently throughout the semester to ensure that student is not having academic difficulty. Students will also meet with their advisor before finals to ensure the proper final exam preparation. While on academic probation, students may not take more than a 12-13 credit course load. Adult undergraduate students may not register for more than 6 credits (or two courses) while on academic probation. Students are required to participate in activities suggested by their recovery advisor, including: tutoring and career development. Students on probation are ineligible to participate in athletic sports and may be prohibited to engage in campus activities and organizations. Student athletes can submit an appeal in order to play sports the semester on academic probation; however, they will still be required to meet the guidelines of the Academic Recovery program.

Once a student's overall GPA is at or above a 2.0, the student will be in good academic standing and thus, will no longer be on academic probation.

### **Continued Probation:**

If a student's GPA does not reach good standing status by the end of the first probationary term, they must demonstrate academic improvement by achieving a term GPA of 2.0 or above or raise cumulative GPA in order to be on continued probation. Students on continued probation will follow the same structure and guidelines until they are in good academic standing (cumulative GPA of 2.0). Students who do not show academic improvement after one semester on continued probation will face academic suspension.

**Re-admitted Probation:**

Students who were suspended from the university and have been re-admitted to complete their degree, are to follow the same probation requirements. Students in this group will receive specific attention when working with their recovery advisor. They will meet consistently with their recovery advisor throughout the semester and develop a strategic academic success plan to improve their GPA.

**Academic Suspension:**

Students who do not show improvement to their cumulative GPA or do not obtain a term GPA of 2.0 or above while on academic probation will face suspension. Students who are suspended will be required to take 1-2 semesters of administrative leave from the university. Academic suspension time will be based on a case by case basis and many factors, such as attendance and effort in the Academic Recovery program, will be taken into consideration when making the decision of academic suspension.

Students have the right to appeal their suspension and will be required to fill out the appeal form addressed to the Vice-President of Academic Affairs (VPAA). Upon their return, students will have a re-admitted probation status and work closely with the recovery advisor to develop an academic action plan for success. Any student who has an appeal approved will remain on continued probation and work towards improving their cumulative GPA. If a student's cumulative GPA decreases instead of improving and the student does not obtain a term GPA of 2.0 or above; they will face suspension or dismissal.

**Academic Dismissal:**

Students who return from academic suspension and are given the opportunity to raise GPA but have failed to do so will face academic dismissal. Academic Dismissal is the final status at Caldwell University in which students are not allowed to return to finish their degree within 2-5 years. After 2-5 years, the student can re-apply to the university and be re-admitted on probationary status and work closely with the recovery advisor to develop an action plan for success.

**Reinstatement Procedure**

A student dismissed from the university for academic reasons may submit a petition for reinstatement to the Vice President for Academic Affairs after the lapse of two semesters. A student applying for reinstatement is cautioned that reinstatement is never automatic: the student's overall record (academic and disciplinary) is reviewed, as is performance in courses taken elsewhere during his/her suspension from the university. A student who is reinstated to the university must make an appointment with the Center for Advising, Records and Enrollment Services to complete the registration procedures. Once reinstated, if the student again fails to meet the minimum cumulative quality point index required, he/she will be subject to dismissal at the end of the semester. A student who has been dismissed a second time may not apply for reinstatement.

**Withdrawal from the University**

Traditional students who withdraw from the university are required to meet with the Director of Advising an exit interview and follow established procedures for remaining in good academic standing. If a student withdraws from the university during a semester, the student must also withdraw from all courses. Failure to follow this procedure will result in a grade of F in every course for which the student was registered.

**Interruptions of Registration**

Traditional students are normally expected to register for courses every semester until completion of degree requirements. Students wishing to interrupt their registration, for any reason, should apply to the Center for Advising, Records and Enrollment Services for a leave of absence. The Center for Advising, Records and Enrollment Services will advise them concerning: re-registration at the university after the leave of absence; transfer of any credits earned at other insti-

tutions during the leave of absence; and completion of degree requirements within the six-year period stipulated under Academic Progress above. Any student who has received financial aid at Caldwell University should contact the Office of Financial Aid to determine the impact of this leave of absence.

Students who interrupt their registration without having an approved leave of absence must apply to the Center for Advising, Records and Enrollment Services in order to re-register at the university. A student whose registration at the university has been interrupted for a period of five years or longer will, upon re-entry, be obligated by the current catalog requirements. The student's transcript will also need to be re-evaluated by the department chair in order to determine the viability of credits earned toward the major.

Students who take more than 10 years to graduate also need to have courses in their major re-evaluated.

### **Courses at Other Institutions**

Students who have declared a major and have completed a minimum of 15 degree credits at Caldwell University with a minimum cumulative GPA of 2.5 or 2.75 for Nursing and Education majors, may request permission to take a course at another approved institution. No more than 2 courses or 6 credits whichever is greater may be completed during summer session in one calendar year. For all majors, one half of the coursework in the selected major and at least the last 30 credits must be completed at Caldwell University.

Students must obtain the appropriate signatures on the permission form to take a course at another institution available at the Registrar's office. The student must have an official transcript sent to the Registrar of Caldwell University after completion of the course.

No grade below C will be accepted for transfer credit. Grades for courses taken at other institutions are not included in the student's cumulative index.

No more than six (6) credits or two (2) courses, which ever is greater, may be completed at another institution during a summer session.

### **Transcripts**

Official Transcripts may be ordered online at [www.getmytranscript.com](http://www.getmytranscript.com). Select Caldwell University and follow the instructions provided. The cost of a transcript is \$7.25 for regular processing (3 business days) and \$12.25 for rush processing (1 business day). Both services require a processing fee for each recipient being issued a transcript. Students may view and print unofficial transcripts through the MyCaldwell Portal at <https://mycaldwell.caldwell.edu>. Transcripts issuance may be delayed and/or suspended during periods of registration and grade distribution. All financial obligations must be met before transcript(s) will be issued.

### **Academic Integrity Policy**

Academic Integrity, or honesty, in dealing with ideas, facts, data, interpretations, conclusions and expression of these, is essential to the very nature of any academic community. The nature and mission of Caldwell University demand a high respect for moral values, including intellectual honesty and justice. Every student who attends Caldwell University agrees to abide by this Academic Integrity Policy as long as he or she remains enrolled. Students who witness violations are strongly encouraged to report the academic dishonesty to the appropriate academic authority (instructor, chair or Vice President for Academic Affairs.)

The following is an explanation of violations, penalties and procedures regarding academic dishonesty:

### **VIOLATIONS OF ACADEMIC INTEGRITY**

Academic dishonesty includes but is not necessarily limited to the following:

#### **Cheating**

1. Unauthorized use of materials during tests and examinations.
2. Unauthorized possession of test or examination material prior to the administration of same.
3. Altering assigned grades.
4. Submitting, as one's own work, assignments (for example, papers, data, computer assignments, or artistic works) obtained in whole or in part from another, unless specifically authorized to do so by the instructor.

#### **Fabricating**

Inventing data or other information to reach a desired conclusion.

#### **Plagiarism**

The unacknowledged, undocumented presentation of words or ideas which are the intellectual property of another as one's own.

1. Direct quotation, that is, even a few of the exact words of a source, must be indicated by the use of quotation marks or indentation of the text and be properly documented.
2. Passages which parallel the thought or expression of the source, even without using the same words, must be properly documented.

#### **Multiple Submission**

Assignments, substantially the same as those submitted for credit in another course, may not be resubmitted in a second course without the explicit authorization of that instructor.

#### **Interference**

Behavior deliberately calculated to prevent or impede another student from fulfilling his or her academic responsibilities.

#### **Complicity**

Assisting another student in violating Academic Integrity by any of the actions described in this document.

### **Charges and Appealing Charges**

If a faculty member determines that a violation of academic integrity has occurred, he/she must confront the student and report the incident to the faculty member's department chair and to the Vice President for Academic Affairs.

The student charged with academic dishonesty may appeal the charge to the chair of the department in which the incident occurred, or the Vice President for Academic Affairs if the faculty member is also the department chair. The department chair or the Vice President for Academic Affairs if the faculty member is also the department chair, will investigate the facts and affirm or dismiss the charge.

Subsequently, the student may register a formal appeal with the Vice President for Academic Affairs via the Student Appeal form on the Caldwell portal, who will convene the Academic Appeals Board. The Board consists of a designated Chair, the chair of the department of the

faculty member involved in the appeal, one member of the Academic Foundations Committee, the Vice President for Student Life, and either an SGA officer or faculty member or administrator of the student's choice. If the Board determines that an appeal is warranted, it will invite testimony from both the student and faculty member involved in the incident and, at its discretion, may solicit other pertinent information. The Vice President for Academic Affairs and the Board are responsible for ensuring that the appeals process is correctly followed and that all evidence has been thoroughly examined. The Board's decision is final.

### **Penalties and Appealing Penalties**

Offenses against the Academic Integrity Policy are cumulative within the university. A record of each violation will be kept in the student's file. Prior offenses will be taken into account in the assignment of penalties for violations of the policy. *Faculty have the right to include offenses and penalties in the course syllabus that may go beyond the stated standard.*

Following are the penalties to be imposed on students for violation of the Academic Integrity Policy.

FIRST OFFENSE (no record of prior offense within the university)

- The student will be assigned a grade of F/no credit for the assignment or examination.
- For offenses such as interference, when the student may not be enrolled in the course, the offense will be recorded in the student's file.

MULTIPLE OFFENSES (prior offense has been reported and is part of the student's record/or multiple offenses are reported simultaneously)

- The student will be given an FX grade in the course indicating failure due to a violation of the university's academic integrity policy.

MORE SEVERE PENALTIES

- The university reserves the right to impose more severe penalties, including suspension for a designated period of time or expulsion from the university, for multiple offenses and/or other factors that may compound the offense.
- For offenses where the student is not enrolled in the course, the university reserves the right to impose other penalties including, but not limited to, suspension for a designated period of time or expulsion from the university.

A student will not be allowed to withdraw from a course in which there is a charge of violating the university's policy on Academic Integrity.

The Vice President for Academic Affairs is responsible for maintaining the necessary records and ensuring that the penalties for multiple offenses are appropriately administered. In such cases where the more severe penalties of suspension or expulsion are imposed, the student may appeal to the Academic Foundations Committee. The Committee will then make a final decision on the penalty. If a student is expelled at any point during a semester/session, due to a violation(s) of the university's Academic Integrity Policy, the student will receive an FX grade(s) in the course(s) where the violation(s) occurred and will receive a grade of W in all other courses taken in that semester/session.

### Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who attends a postsecondary institution regardless of age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Caldwell University receives a request for access. A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the registrar, the registrar shall coordinate access to inspect those records.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask Caldwell University to amend a record should write the registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If Caldwell University decides not to amend the record as requested, Caldwell University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Caldwell University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. See “Additional Disclosure Information” below.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Caldwell University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202**

Caldwell University may disclose directory information without the written consent of the student. Directory information includes the following: name, address, telephone number, email address, dates of attendance, enrollment status, class, previous institutions attended, major and minor field of study, awards, honors (including Dean's list), degrees conferred including date, past and present participation in officially recognized activities, student's photograph, height and weight (for athletes only), and date and place of birth.

Students may request to withhold disclosure of directory information. To ensure that a request is properly processed, it must be submitted on the official ‘Request to Prevent Disclosure of Directory Information Form’, which is available in the Office of the Registrar. The request will remain in effect until the student submits signed authorization to allow disclosure of directory information. Caldwell University assumes that failure on the part of any student to specifically request on the official form the withholding of release of directory information indicates individual approval of disclosure.

### Additional Disclosure Information

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other school officials within Caldwell University whom Caldwell University has determined to have legitimate educational interests. A school official is a person employed by Caldwell University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Caldwell University. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or for which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which education records and personally identifiable information (PII) contained in such records—including Social Security Number, grades, or other private information—may be accessed without consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to records and PII without consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to education records and PII without consent to researchers performing certain types of studies, in certain cases even when Caldwell University objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without consent PII from education records, and they may track participation in education and other programs by linking such PII to other personal information that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

### **Directory Information**

Directory information, which under the provisions of the Act noted above, may be released at the university's discretion unless a specific request for exclusion from disclosure is made, includes: a student's name, local and home addresses and telephone listings, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and the most recent previous educational institution or agency attended by the student.



## Commencement

Degrees are conferred annually on Commencement Day at the close of the spring semester. If for any reason an application is withdrawn or denied, a new application must be submitted for the new date in order to be considered. Students completing degree requirements in May are eligible to participate in these commencement exercises. The diploma date for May graduates will be the day of commencement.

Students completing degree requirements in December may arrange to receive their diplomas by contacting the Office of the Registrar. These students are eligible to participate in the May commencement exercises following their degree completion. The diploma date for December graduates will be the Sunday following the last day of fall semester exams.

Students completing degree requirements in August are eligible to participate in the commencement exercises the preceding May. These students must, by the Monday before commencement, be registered in any courses still needed, must have completed all other requirements for graduation and have met all financial obligations to the university. The diploma date for Summer graduates will be the first Sunday following the end of the summer term.

All candidates for degrees are urged to participate fully in Honors Convocation, Baccalaureate Mass and Commencement.

## Recognition of Student Achievement

### GRADUATION HONORS

To be eligible for degrees with distinction, students must be in attendance at the university for a minimum of two years and must have attempted no fewer than 60 credits at Caldwell University exclusive of CLEP, TECEP, ACT-PEP and the New York Foreign Language Proficiency exam credits, that is, those credits not formally taken at the university for grades. Prior Learning Assessment taken at Caldwell University is considered Caldwell University credits and is included in the 60 credits necessary for honors. Honors are determined on the basis of the student's cumulative GPA at Caldwell University and are as follows:

3.9	Summa cum laude
3.75	Magna cum laude
3.5	Cum laude

### DEPARTMENTAL HONORS

Numerous departmental honors as well as other awards are presented at Honors Convocation, a formal event held in May.

### DEAN'S LIST

The Dean's List is posted at the end of the semester. The list is made up of those full-time students whose index is 3.5 or higher on the official transcript for the term just completed. There can be no grades of "F" or "Incomplete".

A separate Dean's List is published for part-time students. To be eligible, the part-time student must be matriculated, have accumulated 12 credit hours during an academic year (fall, winter, spring, summer) and have a 3.5 average or higher. Eligibility will be considered only once a year at the end of the summer session. There can be no grades of "F" or "Incomplete."

### Honor Societies

Alpha Chi, a national honor society, was established on the Caldwell University campus in 1971. Membership is open to the top ten percent of the upperclassmen. The purpose of Alpha Chi is the stimulation, development, and recognition of scholarship and those elements of character that make scholarship effective for good.

Alpha Kappa Delta is the International Sociological Honor Society for sociology students. Alpha Kappa Delta seeks to promote sociological study, research on social problems, and the betterment of humanity through social and intellectual activities. Membership is open to undergraduate students who major or minor in sociology. Eligible students must have completed at least four regular courses in sociology, maintain a 3.0 GPA overall and in their sociology courses, and be at least a junior. Alpha Kappa Delta offers leadership opportunities for students, as well as financial and institutional support for sociological endeavors. An annual student paper competition sponsored by Alpha Kappa Delta has a scholarship for graduate study in sociology as its grand prize.

Alpha Phi Sigma is the nationally recognized honor society for students in the criminal justice sciences. Alpha Phi Sigma offers students leadership experience through the management of a student organization, interaction with other criminal justice students and prominent criminal justice professionals, and enhanced marketability in the workplace. The requirements for undergraduate students include a 3.0 overall GPA with at least 43 credit hours and a 3.2 GPA in the criminal justice major. Alpha Phi Sigma members must have taken at least four criminal justice courses and be in the top 35 percent of their class. Part-time students, graduate students, and those with a minor in criminal justice are also eligible for membership into the Honor Society.

Alpha Sigma Lambda is a national honor society dedicated to the advancement of scholarship and which recognizes academically outstanding students in continuing higher education.

Beta Beta Beta Biological Honor Society was founded in 1922 by Dr. Frank G. Brooks at Oklahoma City University as an honor society in the biological sciences to recognize the interests and achievements of students in biology. The three major objectives of the Society are to promote scholarship in the biological sciences; promote the dissemination of biological knowledge; and encourage research. Caldwell University became part of the national society as the Rho Mu Chapter. Membership is open to students who have successfully completed three biology courses with a B or higher grade.

The Beta Delta Chapter of Delta Epsilon Sigma, national scholastic society for graduates of Catholic colleges, was installed at Caldwell University on February 25, 1944. Membership is open to top students with the highest scholastic standing and leadership.

The Chi Zeta Chapter of Sigma Tau Delta is an active chapter in the national professional English honor society. Its purpose is to promote interest in literature and the English language and to foster the discipline of English in all its aspects, including creative and critical writing. Membership is available to English majors with a 3.2 GPA.

Kappa Delta Epsilon is an honorary professional education fraternity, the purpose of which is to promote the cause of education by fostering a spirit of fellowship, high standards of scholastic attainment, and professional ideals among its members. The Gamma Gamma Chapter of Caldwell University is open to full-time students who have been formally accepted into the Education Department, have achieved a GPA of 3.2 and have exhibited professional growth.

Kappa Gamma Pi, the national Catholic college honor society, is open to graduates who have been enrolled in the nominating institution for at least two years. Up to 10% of the graduates may be nominated. Requirements for nomination include leadership in campus-based extra-curricular activities or off-campus volunteer projects and a 3.5 GPA for seven semesters. Full-time and Continuing Education students are included in the membership.

The New Jersey Collegiate Business Administration Association (NJCBA) Honor Society, recognizes the very highest scholastic achievements of undergraduate students who are studying business at two-year and four-year colleges in New Jersey. Admission into the NJCBA Honor Society is open to all students who are pursuing a bachelor's degree in business administration (e.g., management or business administration) or a traditional business discipline (e.g., accounting, finance or marketing). Students in the graduating class who, by their grade point average, are in the top 1% of the total population of business students at Caldwell University and who have completed a minimum of 35% of their coursework at Caldwell University will be invited to join the NJCBA Honor Society.

Phi Alpha Theta, the international honor society in history, aims to promote the study of history by encouraging historical research, publication, presentation of papers, and discussion by students and faculty alike. Membership is open to all students who have completed at least 12 credits in history and are maintaining high standards in their academic program.

Phi Sigma Iota is the International Foreign Language Honor Society which recognizes outstanding ability and attainment in the study and teaching of modern languages. Caldwell University's chapter, Kappa Chi, is open to juniors and seniors who are majoring or minoring in modern language and who maintain a B average or higher.

Pi Sigma Alpha, the national Political Science honor society, aims to stimulate scholarship and intelligent interest in political science. The Caldwell University chapter seeks to provide a framework for enriching the exposure of its members and the wider university community to the study of government and issues of public concern. Membership is open to all students who have completed at least 12 credits of political science courses with a GPA of 3.0 or higher, including at least one course at the 300-level or higher. In addition, the student's total GPA must also be 3.0 or higher.

Psi Chi, the national honor society in Psychology, is open to upper division students who have a 3.5 GPA and a 3.5 average in Psychology. The organization's purpose is to "encourage, stimulate and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology."

Delta Mu Delta is an International Honor Society in Business that recognizes and encourages academic excellence. It honors students who have attained superior records in college business programs that have both regional accreditation and accreditation by the Association of Collegiate Business Schools and Programs (ACBSP). The purposes of Delta Mu Delta are to promote scholarship and to recognize and reward scholastic achievement. Membership in the Caldwell University Lambda Psi Chapter of Delta Mu Delta is open to candidates for bachelor's and master's degrees that rank in the upper 20% of their class by GPA at the time of invitation. Applicants must have completed at least one-half of the degree program in which they are enrolled.

Theta Alpha Kappa is a national honor society for professors and students of theology and religious studies. Its primary purpose is to encourage excellence in research, learning, teaching and publication as well as to foster the exchange of thought among scholars. Caldwell University's chapter, Gamma Charter, is open to majors and minors in theology who maintain a B+ average or higher.

The Caldwell University chapter of the Society of Collegiate Journalists, a national honor society of collegiate mass communications, is open to full-time students in good standing who have served for one year or more on a university publication.

Who's Who Among Students in American Colleges and Universities, a national honor society, accepts for membership each year students who excel in scholarship, leadership, citizenship and service to their college and who give promise of future usefulness to business and society.

## Adult Undergraduate Program

Caldwell University has a tradition and a commitment to assist adult learners in their pursuit of lifelong learning. Responsive to the adult's quest for ongoing study, creative self-development and pre-professional training, the university has established flexible programming geared to meet the specific goals of men and women of different ages, backgrounds, and interests.

The academic advisors in the Center for Advising, Records and Enrollment Services offer guidance to adult undergraduate students who wish to explore the possibility of taking individual courses, or who wish to work towards a degree.

The Adult Undergraduate Program is an integral part of Caldwell University's regular undergraduate program. It is structured so that adults may study full-time or part-time, combining day with evening, online, or Saturday courses, working toward a degree, or studying as non-matriculating (non-degree) students for personal growth, professional enrichment, or career advancement.

## Prior Learning Assessment (PLA)

Prior Learning Assessment is a method whereby learning gained through an individual's life experience is considered as credit toward a college degree program. This learning can come from a variety of sources, including work, hobbies, military service and family responsibilities. While there are a number of types of Prior Learning Assessment, one of the more popular forms is the portfolio method. This method requires the student to document their life experiences and demonstrate their similarity to learning gained through formal college level education. Caldwell University follows The Council for Adult and Experiential Learning (CAEL) guidelines in the award of credit.

A candidate for the PLA program must be an adult student, matriculated with at least 12 earned Caldwell University credits, and attend the PLA workshop given every semester. A Student may earn a maximum of 18 credits towards a degree through the PLA process. Only 6 of these credits may satisfy major requirements. PLA credits may also be used to satisfy electives or core requirements. All PLA credits must be completed prior to the last semester before graduation and the recommendation to award PLA credits must be received by the Registrar prior to the beginning of the last semester before a student's anticipated graduation.

## Distance Learning – Caldwell University Online

Caldwell University has been providing distance learning options to adult undergraduate students since 1979. Students have an opportunity to enroll in three fully online degree programs offered through Caldwell University Online.

Adult students interested in online study can enroll in our Caldwell University Online program to earn a B.S. in Healthcare Administration, a B.S. in Business Administration, or current registered nurses interested in earning a B.S.N. degree can enroll in our online R.N. to B.S.N. program.

Key characteristics to our online program include **accreditation**, **accessibility** and **affordability**.

- Caldwell University is **accredited** by the Middle States Commission on Higher Education. The university offers high quality online courses and degree programs that expand access and provide opportunity to students seeking a degree from an accredited institution.
- Online students receive excellent support comparable to the high level of support our on-campus students receive. Our online programs provide all the assistance students would need from a distance, making our programs and services easily **accessible**.
- Our online programs are offered in an **accelerated** format. It is important that online students recognize that accelerated courses do not mean less work, as the content of the courses is the same as if it was offered over an entire session. It does mean these courses will require students to cover more material over a shorter period of time. To successfully manage the intensive lesson

plans and strict deadlines of these courses, online students must be disciplined, have excellent time management skills, and remain committed to accomplishing their goal of degree completion.

### **Degree Program for Registered Nurses**

In addition to an R.N. to B.S.N. option, the university provides a flexible degree program for registered nurses who have graduated from diploma nursing schools and to those who have an associate's degree in nursing from a junior or community college. The university offers R.N.s an alternative for further study in academic areas. Transfer credits are awarded after a course-by-course evaluation of diploma school and/or college transcript. Registered nurses holding a college degree and nurses currently enrolled in a Caldwell University degree program may pursue the School Nurse/Certification, in addition to the B.S.N. program.

### **Admission Procedures**

Adult students with previous college, business school or nursing school experience adhere to the regular transfer policies of the university. Students transferring fewer than 12 credits must participate in placement assessment for math, computer science and written skills.

#### APPLICANTS MUST FOLLOW THE PROCESS BELOW:

1. Submit a completed application form and non-refundable fee;
2. Submit official transcripts from high school (if less than 30 college credits have been earned), colleges or career schools attended;
3. Participate in placement assessment where applicable.

In the evaluation of official transcripts, no credit will be allowed for a course in which a grade lower than a C has been received. Those courses credited with a Pass grade are not accepted if the Pass is not equivalent to a grade of C or better. Credits will be given only for those courses appropriate to the curriculum chosen at Caldwell University. No student may transfer more than 90 credits.

### **Credit by Standardized Examination**

Caldwell University offers advanced placement and/or credits to students who qualify by earning scores of 3 or higher on the Advanced Placement (AP) tests administered by the College Board.

Caldwell University offers possible college credit for scores of 4 or higher on most higher-level International Baccalaureate (IB) examinations and on some standard-level IB examinations. The final decision always rests with the Department Chairs. Caldwell University accepts only IB scores sent directly from IB North America.

The university recognizes CLEP credit for both general and subject tests which evaluate achievement at the college level in areas of the liberal arts education. Caldwell University also accepts DSST, TECEP, ACT-PEP, NYU Foreign Language Proficiency Exam, and selected other standardized examination scores. Credit awarded toward the major field of study is dependent upon departmental approval. CLEP credits are not accepted for duplicated course work.

A maximum of 30 credits will be accepted through all combined options of testing. Credit by examination will only be awarded within the first 60 credits of matriculation. Students are reminded that the last 30 credits must be taken at Caldwell University. A minimum of 30 credits and one-half of the course work in the selected major must be completed at Caldwell University.

## Academic Advisement

Personalized academic advisement is available at the pre-admission stages as well as during each semester. Once they officially matriculate into the program, each adult undergraduate is then assigned an academic advisor from the Center for Advising, Records and Enrollment Services who will support them until graduation. Realizing that adults have greater diversity in age, lifestyle, career and family responsibilities, advisors aid adults in choosing an academic program suited to their personal, educational, and career goals.

For more information about advisement in the Adult Undergraduate Program, visit <http://www.caldwell.edu/student-success/advisement/adult-ug-std-stress-2>.

## Academic Forgiveness

Students who have been at Caldwell University in the past and may not have done well academically may consider reentry through the Academic Forgiveness Policy. This is only available to students entering into the Adult Undergraduate Degree Programs and may only be done during their first semester returning. Students who have been away from Caldwell University for at least six years are eligible to reenter using this policy. Whether or not Academic Forgiveness is granted is at the discretion of the Vice President of Academic Affairs. If granted, all previous academic work will not be used in the computation of the grade point average or in the determination of good standing for probation and dismissal purposes.

Only grades of C or better, taken within the students first 75 credits, will be used toward completion of the degree and the student's GPA will begin to calculate at the point of reentry with a NEW GPA (all Ds and Fs will not be used toward the degree). The student's final GPA will be based upon the last 45 credits taken at Caldwell University. A student must complete at least 60 credits from this point forward with the proper GPA to be awarded honors at graduation.

Academic Forgiveness will only be granted once in a student's academic career at the university.

## Scholarship Assistance

Full-time and part-time adult students may apply for federal, state, and institutional financial aid by filing the Free Application for Federal Student Aid (FAFSA). Students may be eligible for grants, scholarships, loans and work study opportunities. Students are encouraged to speak with a financial aid counselor about the options available.

## Special Programs

### LIFELONG LEARNING INSTITUTE

The Lifelong Learning Institute (LLI) is an affiliate of the Elderhostel Institute network. LLI, a new concept in peer learning, is an educational program that provides a variety of class formats to persons age 50 and older who wish to participate in non-credit, college-level courses and seminars. Members participate in selecting, structuring and coordinating courses. Instructors may be experts in their fields or learners interested in acquiring knowledge about a particular topic, and so become engaged in the learning process along with the other class members. LLI members join to expand horizons, communicate experiences and grow!

### REDUCED RATES FOR SENIOR CITIZENS

Persons 62 years of age or older may take undergraduate courses for credit at a reduced rate plus the cost of any fees associated with the course. Seniors may audit, for a \$75 fee, any two regularly scheduled undergraduate courses with the professor's permission and when space permits. Applications to audit a class are available at the Office of the Registrar. Requests will not be accepted prior to the start of class.









The following regulations apply to all course listings:

1. The university reserves the right to withdraw any course for which the registration is insufficient.
2. The *Catalog* listing of the course does not signify that the course will be offered during each academic year. Students must consult the [Schedule of Courses](#) distributed by the Office of the Registrar to determine the course offerings for a given semester (also available on the web).
3. Courses which have prerequisites, as detailed in course descriptions, may be taken only upon completion of those prerequisites.
4. The numerals in parentheses following course titles indicate the number of semester hours of credit given for the course.

## UNDERGRADUATE DEPARTMENTS

This section contains course listings and degree and certification requirements for the following disciplines:

Division of Business Administration  
Division of Education  
Department of Art  
Department of Communication and Media Studies  
Department of English  
Department of History and Political Science  
Department of Mathematics  
Department of Modern Languages  
Department of Music  
Department of Natural and Physical Sciences  
Department of Nursing  
Department of Public Health  
Department of Psychology  
Department of Sociology and Criminal Justice  
Department of Theology/Philosophy

## CHAired BY LARRY SZYCHER, M.F.A.

The Department of Art offers the following degrees:

### BACHELOR OF ARTS

The B.A. in Art provides the student with a broad experience in a variety of media. Students may combine a B.A. in Art with a certification in education. For students interested in a career in art therapy, the department offers a double major in art and psychology with an art therapy concentration in conjunction with the Department of Psychology (please see description of the double major below and under the Department of Psychology section for more details).

### BACHELOR OF FINE ARTS

The B.F.A. degree prepares the student to enter into a professional career within an area of specialization or to pursue further study on a graduate level. This degree is designed to develop technical competence, critical judgment, and a strong commitment to artistic quality. Once the student has fulfilled the basic requirements and introductory studies, a concentration is required in a specific discipline.

### Requirements for a B.A. in Art

DEGREE: Bachelor of Arts

Liberal Arts Core (see page 38) (CS 115 Waived) .....	46 credits
Art.....	44 credits
Open Electives.....	30 credits
Total .....	120 credits

### ART REQUIREMENTS:

AR 111	Drawing I
AR 113	2D Design
AR 118	3D Design
AR 204	Color Theory
AR 220	Digital Art I
AR 227	Life Drawing
AR 250	Sculpture I
AR 280	Painting I
AR 310	Junior Comprehensive (1 credit)
AR 455	Senior Seminar (2 credits)
AH 212	World Art I
AH 214	Modern Art
AH 215	World Art II
AR 465	Senior Exhibit (2 credits)

Two additional studio courses are required – one of which must be a 300-level course or higher in chosen area of study.

## **B.A. IN ART WITH CERTIFICATION IN EDUCATION**

This degree is offered in conjunction with the Division of Education. A student must be accepted into the program through the Division of Education (see *Catalog* section in Division of Education for education requirements).

### **Requirements for a B.A. in Art with Certification in Education**

DEGREE: Bachelor of Arts

Liberal Arts Core .....	46 credits
Art.....	44 credits
Education .....	30 credits
Total .....	120 credits

#### ART REQUIREMENTS:

- AR 111 Drawing I
- AR 113 2D Design
- AR 118 3D Design
- AR 204 Color Theory
- AR 220 Digital Art I
- AR 227 Life Drawing
- AR 243 Ceramics I or AR 229 Photography
- AR 250 Sculpture I
- AR 280 Painting I
- AR 310 Junior Comprehensive (1 credit)
- AR 455 Senior Seminar (2 credits)
- AR 465 Senior Thesis (2 credits)
- AH 212 World Art I
- AH 214 Modern Art
- AH 215 World Art II
- One course in printmaking

### **Requirements for a B.F.A. in Studio Art**

DEGREE: Bachelor of Fine Arts

Liberal Arts Core (see page 38) (CS 115 Waived) .....	46 credits
Art.....	76 credits
Total .....	122 credits

#### ART REQUIREMENTS:

- AR 111 Drawing I
- AR 113 2D Design
- AR 118 3D Design
- AR 204 Color Theory
- AR 220 Digital Art I
- AR 227 Life Drawing
- AR 229 Photography I
- AR 250 Sculpture I
- AR 280 Painting I
- AR 310 Junior Comprehensive (1 credit)
- AR 455 Senior Seminar (2 credits)
- AR 466 B.F.A. Thesis and Exhibition (4 credits)
- AH 212 World Art I
- AH 214 Modern Art
- AH 215 World Art II
- AH 303 Contemporary Art Seminar
- One course in printmaking
- Four additional studio courses in area of concentration plus five additional studio courses – two must be 300-level or above.

**Requirements for a B.F.A. in Graphic Design**

DEGREE: Bachelor of Fine Arts

Liberal Arts Core .....	46 credits
Art.....	76 credits
Total .....	122 credits

**ART REQUIREMENTS:**

AR 111	Drawing I
AR 113	2D Design
AR 118	3D Design
AR 204	Color Theory
AR 220	Digital Art I
AR 221	Computer Illustration
AR 224	Graphic Design I
AR 227	Life Drawing
AR 229	Photography I
AR 248	Typography/Layout
AR 250	Sculpture I
AR 280	Painting I
AR 310	Junior Comprehensive (1 credit)
AR 348	Graphic Design II
AR 350	Digital Imaging I
AR 357	Web Design
AR 358	Typography II
AR 437	Advanced Portfolio
AR 455	Senior Seminar (2 credits)
AR 466	Senior Thesis (4 credits)
AH 206	History of Design
AH 212	World Art I
AH 214	Modern Art
AH 215	World Art II

Two additional studio courses, one must be 300-level or above.

**Requirements for Double Major in Art and Psychology with Art Therapy Concentration**

DEGREE: B.A. in Art and B.A. in Psychology

Liberal Arts Core (see page 38) (CS 115 Waived) .....	46 credits
Art.....	44 credits
Psychology (see requirements under Department of Psychology) .....	30 credits
Total .....	120 credits

**ART REQUIREMENTS:**

AR 111	Drawing I
AR 113	2D Design
AR 118	3D Design
AR 204	Color Theory
AR 220	Digital Art I
AR 227	Life Drawing
AR 250	Sculpture I
AR 280	Painting I
AR 310	Junior Comprehensive (1 credit)
AR 455	Senior Seminar (2 credits)
AH 212	World Art I
AH 214	Modern Art

AH 215 World Art II  
 AT 310 Art Therapy Methods  
 AR 465 Senior Exhibit (2 credits)  
 One additional studio course 300-level or above in chosen area of study

With the exception of art education majors, all B.A. students must complete at least one upper level course in the area of study chosen for their senior thesis exhibit. For example: Both Painting I and Painting II are required for students presenting painted works for their senior thesis exhibit.

Note that the Double Major in Art and Psychology with Art Therapy Concentration is designed to provide a strong preparatory base for graduate study in art therapy and meets the educational requirements for entry into Caldwell's graduate program. Registration and practice as an art therapist requires master's level preparation.

Qualified undergraduates in the double major with Art Therapy Concentration may also take advantage of the opportunity to pursue their M.A. in Counseling with Art Therapy Specialization in an accelerated manner through the Combined B.A./M.A. program.

### **Admission Requirements**

Students may apply in the semester prior to the semester during which they intend to begin the combined degree program.

- Completion of at least 60 undergraduate credits with a minimum 3.3 overall GPA (this minimum must be maintained also for the remainder of the undergraduate coursework).
- Completion of PS 150/207 General Psychology, PS 208 Psychological Statistics, PS 232 Psychology of Personality and either PS 309 Psychopathology OR a course in human development (PS 211, PS 216) as well as AR 111 Drawing, AR 113 2D Design, and AR 118 3D Design (or their equivalent if the student has transferred to Caldwell University) and AT 230 Intro to Art Therapy.
- Two letters of recommendation from undergraduate faculty in psychology and/or art (forms provided).
- Submission of an APA style paper.
- Art portfolio (10-15 pieces) demonstrating competency in drawing, painting and sculpture.
- Personal or group interview with program coordinator.
- Completion graduate application form.
- M.A. in Counseling requirement of the GRE/MAT will be waived for students who matriculate through the combined degree program.

### **Curriculum Substitutions**

Once accepted into the M.A. program a student may fulfill undergraduate program requirements or electives with graduate courses.

**Students may fulfill undergraduate program requirements or electives with graduate courses according to the tables below:**

#### **UNDERGRADUATE COURSE**

PS 310 Career Counseling  
 AT 310 Art Therapy Methods  
 AT 320 Art Therapy in Practice

**AND**

#### **GRADUATE SUBSTITUTE**

CPS 633 Career Counseling  
 CAT 507 Art Therapy Methods in Counseling  
 CAT 501 History & Development in Art Therapy  
 One CAT Elective with Advisement

**MINOR IN ART**

Students who wish to pursue a minor in art must complete 18 credits in studio art.

These *must* include:

- AR 111 Drawing I
- AR 113 2D Design
- AR 118 3D Design or AR 250 Sculpture I
- AR 280 Painting I
- and any two of the following
- AR 204 Color Theory
- AR 220 Digital Art I
- AR 229 Photography I
- AR 243 Ceramics I

One AH art history may be substituted for an AR studio course.

**MINORS IN ART HISTORY****Minor in Art History for Art Majors**

Complete 18 credits in art history, *must* include:

- AH 212 World Art I
- AH 214 Modern Art
- AH 215 World Art II

**Minor in Art History for Non-art Majors**

Complete 18 credits, *must* include:

- AH 212 World Art I
- AH 215 World Art II

Non-art majors who wish to minor in art history may substitute one of the following art studio courses for an art history course:

- AR 111 Drawing I
- AR 227 Life Drawing
- AR 250 Sculpture I
- AR 262 Concepts of Painting
- AR 280 Painting I

**MINOR IN MUSEUM STUDIES**

Students who wish to pursue a minor in museum studies must complete 18 credits which includes one 3-credit internship. These *must* include:

- AH 211 Introduction to Museology
- AH 360 Critical Issues in Museology
- HI 378 Public History

One of the following:

- AH 122 Language of World Art
- AH 212 World Art I
- AH 214 Modern Art
- AH 215 World Art II

One of the following:

- AN 225 Cultural Anthropology
- AR 357 Web Design
- BU 221 Marketing
- BU 330 Principles of Management
- CO 230 Public Speaking
- CS 230 Emerging Technologies

## INTERDISCIPLINARY MINORS

### ART/BUSINESS MINORS

The Art/Business minor will allow students to gain exposure and experience in highly practical skills both in business and art subjects. Students must complete the following courses in the concentration.

#### MINOR IN ART DIRECTION

AH 206 Design History  
 AR 111 Drawing I  
 AR 224 Graphic Design I  
 AR 248 Typography I  
 BU 221 Marketing  
 BU 347 Public Relations or BU 360 Advertising

#### MINOR IN GRAPHIC DESIGN

AH 206 Design History  
 AR 113 2D Design  
 AR 224 Graphic Design I  
 AR 248 Typography I  
 BU 221 Marketing  
 BU 347 Public Relations or BU 360 Advertising

## STATEMENT OF OUTCOMES ASSESSMENT

The Art Department offers two degrees – the B.A. in Art which is 44 credits and the B.F.A. in Art which is 76 credits. Required for graduation are the following:

### JUNIOR COMPREHENSIVE 1 credit

In the junior year students are required to execute independently a series of works that demonstrate proficiency in various media. All art faculty evaluate students in a group critique. An evaluation of each individual student is made jointly by the department. Areas of weakness are addressed and students may be required to repeat a project. Students may be required to do additional coursework if skill or understanding in a particular area(s) is insufficient. Junior Project students may not go on to enroll in the Senior Thesis Exhibit until all studies for the Junior Project and any remedial coursework are satisfactorily completed. Students should have taken the following courses prior to their junior year: AR 111 Drawing I, AR 113 2D Design, AR 118 3D Design and AR 280 Painting I.

*It is strongly recommended that students take this course in the fall semester.*

### SENIOR SEMINAR 2 credits

In the fall semester of senior year all seniors are required to enroll in the Senior Seminar. Students are required to write a research paper on a topic that relates to their area of interest and to propose a direction for their exhibition. A grade of C is required to pass. Course may be retaken the following fall if not passed. This course may not be taken if a student has failed the Junior Comprehensive.

B.F.A. THESIS AND EXHIBITION 4 credits

In the spring of senior year the B.F.A. student is required to exhibit a body of work developed independently, to write a thesis paper and to create documentation of the exhibit. A time is scheduled with full time faculty to review and critique the installation and work of the student. The student makes a presentation and introductory remarks and the faculty engages in discussion in the form of questions and comments. The student is expected to articulate the concept of the exhibit, to answer questions presented by the reviewers and to defend ideas presented in the thesis. Knowledge of art history and formal analysis of the work is expected in the discussion. Grade of C is required to pass. A student may have to repeat this entire process if work is not satisfactory.

B.A. SENIOR EXHIBIT 2 credits

In the spring semester a group exhibition is scheduled for three to four students at one time. Each student is designated a gallery area in which to mount a selection of works specifically and independently developed for this exhibit. B.A. students must complete at least one upper level course in the area of study chosen for their Senior Thesis Exhibit. For example: Both Painting I and Painting II are required for students presenting painted works for their Senior Thesis Exhibit. The full time faculty meets with the students to critique the installation and the work of each individual. The session follows the procedures outlined for the B.F.A. critique session.

The B.A. or B.F.A. exhibit may not be taken if a student has not receive a grade of C or above in the senior seminar or minor program.



## COURSE DESCRIPTIONS

### AR 111 Drawing I (3)

A foundation class designed to develop the student's ability to "see" and understand the elements of drawing and composition. Line, form, space, scale and value will be explored through a series of exercises and projects.

### AR 113 2D Design (3)

An introduction to two-dimensional design as an integral element in the process of art making. Workshop projects will cover areas of perception, balance, value, color, texture and scale.

### AR 118 3D Design (3)

A foundation studio class that explores the language of three-dimensional form and design principles. Students are introduced to a variety of materials including wire, clay, cardboard, and plaster. Studio work, outside assignments, lectures, slides, and demonstrations.

### AR 204 Color Theory (3)

Studio class that analyzes the study and perception of color. Examines the components of color, color action and interaction. Exercises in color perception and creative projects.

### AR 216 Watercolor (3)

Develops a diverse body of experiences in the techniques and principles of transparent and opaque watercolor painting; studio exercises, mixed media, collage techniques.

### AR 220 Digital Art I (3)

Introduces computers in the making of visual art. Students work with a variety of peripherals and software and learn to appreciate the special creative possibilities they afford.

### AR 221 Computer Illustration (3)

Computer Illustration is a course which emphasizes the basic concepts and techniques of illustration. It will focus on the use of the computer as a means of conveying these ideas in their final state and investigate the computer's role in challenging and redefining the artistic boundaries of this art form.

### AR 224 Graphic Design I (3)

This course is an introduction to the electronic tools and methods essential to communicate the needs of business and industry today. In it, students will develop professional standards, logos, brochures and package designs.

### AR 226 Drawing II (3)

Continuation of the principles developed in Drawing I with emphasis on perception and understanding of the concepts of drawing and the ability to do independent work. Field trips required. **Prerequisite:** AR 111.

### AR 227 Life Drawing (3)

Studies the fundamentals of the human form through studio classes working directly from the human figure.

### AR 229 Photography I (3)

An in-depth study of the digital photo workflow from concept to completion. Students will work with a digital camera and computer software to shoot, edit, and print their photographs in both black and white, and color. Emphasis is on composition and exposure skills.

### AR 233 Relief Printmaking (3)

Considers design dynamics and processes of the cardboard plate, collagraph, and woodcut print. Emphasizes creative graphic expression and technical command.

### AR 235 Serigraphy (3)

Explores development of prints through the silk-screen process; separation planes and registration; use of glue, tusche, lacquer and film resists, free brush, cut and photographic methods.

### AR 243 Ceramics I (3)

Explores basics of ceramic fabrication in pinch, coil, and slab techniques. Emphasis is on design principles applied through handbuilding and glazing. Studio work, outside assignments, lectures, slides, and demonstrations.

### AR 248 Typography/Layout (3)

A study of the anatomy of letterforms including its aesthetic characteristics. The emphasis will be on type as a design form and its synthesis with other images in a unified visual field.

### AR 250 Sculpture I (3)

Focuses on the making of sculptural objects through the investigation of historic and contemporary trends and by developing personal and perceptual considerations, technical skill, and the development of an individual working process. Required museum and gallery trips.

### AR 262 Concepts of Painting (3)

A studio class appropriate for all levels, concepts of painting explores the approaches to the development, organization and invention of painted form.

### AR 280 Painting I (3)

Studies the elements of painting, color, form and composition through a systematic series of exercises using still life, nature, and model. Includes studio work, outside assignments, lectures, slides, and demonstrations.

**AR 308 Photography II (3)**

Discusses functional and aesthetic application of photographic skills in sequential series of problem solving exercises and interpretive experiences. **Prerequisite:** AR 229.

**AR 310 Junior Comprehensive (1)**

Students are expected to participate in a group exhibition in their junior year. They must have completed all introductory art requirements (or approved equivalents) before taking this course. The work will include independent work in drawing, painting, 2D and 3D design as well as class projects. A satisfactory grade must be received before taking Senior Seminar.

**AR 314 Exploratory Painting (3)**

A studio workshop which encourages the student to investigate and experiment with a variety of painting media, techniques, and concepts. Demonstrations of materials, lectures, studio and outside assignments. **Prerequisite:** AR 280.

**AR 315 Intaglio (3)**

Explores techniques and dynamics of engraving and etching of metal plates and the monoprint. **Prerequisite:** AR 111.

**AR 319 Intermediate Sculpture (3)**

Offers a wide range of contemporary sculptural expression, including objects, multi-media projects and site works. Emphasis is placed on individual direction through studio projects, drawing and research. **Prerequisite:** AR 250.

**AR 327A Life Drawing II (3)**

Further explores the human form with additional attention given to elements of drawing. **Prerequisite:** AR 227.

**AR 327B Life Drawing III (3)**

A continuation of AR 327A.

**AR 339 Video Art (3)**

An introduction to video art designed to develop students' skills in becoming technically proficient and insightful videomakers. Students create narrative and non-narrative projects, gaining hands-on experience in the technical and conceptual/cultural elements of video art as well as their creative and expressive media. **Prerequisite:** AR 220.

**AR 341 Intermediate Painting I (3)**

Continues to explore the elements of painting with greater emphasis on development of individual vocabulary, awareness of styles, and use of a variety of media and technologies. Studio work, outside assignments, slide lectures, and demonstrations. **Prerequisite:** AR 280.

**AR 342 Intermediate Painting II (3)**

Continues Intermediate Painting I. **Prerequisite:** AR 341.

**AR 343 Ceramics II (3)**

Explores advanced skills in ceramic sculpture and pottery production. Techniques include large-scale piece work, moldmaking, slip-casting, and glaze design. **Prerequisite:** AR 243 or permission of instructor.

**AR 348 Graphic Design II (3)**

This course will emphasize students' abilities to work at a more professional level of design, and develop their own unique style. Students will focus on the electronic tools and methods essential to create advanced art, and design with a clear communicating message. **Prerequisite:** AR 224.

**AR 349 Digital Art II (3)**

An intermediate level course meant to further develop new media explored in Digital Art I. Students use digital tools to gain insight into their unique aesthetic concepts and characteristics. They will be encouraged to develop an individual vocabulary, conceptual ideas and an awareness of new media styles and their relationship with them. **Prerequisite:** AR 220.

**AR 350 Digital Imaging I (3)**

Appropriate for artists, designers and photographers, this class investigates the technical processes and expressive concepts available to artists with digitized images. Students will explore digital imaging technologies, their creative potential and application. **Prerequisite:** AR 220 Digital Art I or similar course.

**AR 357 Web Design (3)**

An intermediate/upper-level offering on Web design for Internet communication, which has become a major mode of communication for business, advertising, and many other professional groups. This is a studio course where students will use digital concepts, tools, and methods to gain insight into the interactive, non-linear characteristics of Web pages, and to find creative solutions for integrating their benefits into designs that aesthetically convey their intended message. **Prerequisites:** CS 230 or AR 220 or AR 224 or AR 248 or permission of instructor.

**AR 358 Typography II (3)**

This course provides additional experience as the student continues to build on the foundation established in Typography I. It will help refine essential typographical skills and help prepare the student for advanced graphic design work. **Prerequisite:** AR 248.

**AR 414 Computer Animation (3)**

This course provides experience in basic animation concepts and techniques including 3-D modeling, rendering, animating and recording. **Prerequisite:** Must have completed one computer course 200-level or above or have permission of the instructor.

**AR 415 Exploratory Drawing (3)**

Investigates the means, elements, and materials of vision. Includes traditional and contemporary concepts and techniques of expressive drawing projects in diverse subjects and media.

**Prerequisite:** AR 111, AR 227.

**AR 417A Advanced Painting I (3)**

The experienced student will have the opportunity to examine more complex and experimental ways of picture making and painting techniques in order to satisfy personal goals and concepts. Current issues will be explored and personal direction and decision-making encouraged.

**Prerequisite:** AR 342.

**AR 417B Advanced Painting II (3)**

A continuation of AR 417A.

**Prerequisite:** AR 417A.

**AR 419 Multimedia (3)**

A digitally based course which develops hands on experience as well as a perspective on developments in this growing field through readings and lecture. Students create interactive projects that combine images, sound and animation.

**AR 437 Advanced Portfolio Design (3)**

Conceptualizing, planning and producing advanced graphic and advertising design projects for the purpose of building a professional visual communications portfolio.

**Prerequisite:** Must have completed AR 224, AR 248, AR 348 and AR 350 or permission of instructor.

**AR 440 Advanced Photography (3)**

Explores the fundamentals of image making as a creation of both technology and art. The development of visual literacy goes hand in hand with a focus on software and technology. This course prepares students to make digitally based photography informed by technical, conceptual, and aesthetic choices. **Prerequisite:** AR 308.

**AR 445 Advanced Studio Projects (3)**

Designed for upper level students working in a variety of media. Course emphasis is on group analysis of various media applied to shared themes. **Prerequisite:** Students must be at intermediate level of their chosen discipline.

**AR 450 Advanced Sculpture (3)**

Explores current issues in sculpture and individual critical thinking in studio and site-based work. Guided assignments are followed by student-proposed projects based on individual concerns and working process. **Prerequisite:** AR 319.

**AR 455 Senior Seminar (2)**

Guides the development of individual research as it relates to student's work. Required by all art majors, it includes proposal writing, development of concepts/techniques and a research paper.

**Prerequisite:** AR 310.

**AR 456 Digital Imaging II (3)**

This course provides a platform for students to develop more complex photo art solutions, both in scale and in concept. The projects will balance students' technical skills with artistic expression and develop a more professional standard in preparation for a computer graphics career.

**Prerequisite:** AR 220, AR 350.

**AR 465 B.A. Senior Exhibition (2)**

For B.A. students; requires the student to participate in a final group exhibition in the second semester of senior year. **Prerequisite:** AR 455.

**AR 466 BFA Thesis and Exhibition (4)**

Independent development of a thesis project and a solo exhibition in the second semester of senior year. **Prerequisite:** AR 455.

**AR 487 Field Internship I (2-3)**

A pre-professional, introductory experience in a career field. Internships responsibilities are entry-level in nature. The intern and internship faculty advisor develop related learning objectives.

**AR 489 Field Internship II (2-3)**

A second pre-professional experience in a career field. Learning objectives and assignments should incorporate knowledge gained in Field Internship I and demonstrate new, substantive learning goals.

**AR 490 Field Internship III (2-3)**

Professional experience in the field directly related to the student's academic major and career objectives. Learning objectives and assignments must incorporate knowledge gained in Field Internships I and II and demonstrate new, substantive learning goals.

**AR 499 Independent Study (3)**

An intensive study of a topic the student wishes to pursue independently. The topics, method of study and goals are to be approved by the instructor who will be working with the student.

**Permission required.**

**ART HISTORY****AH 122 Language of World Art (3)**

Introduces students to the issues and meanings of a wide variety of art through writing and visual analysis. Learning the social and historical context of art is emphasized in order to understand and appreciate cultural diversity.

**AH 206 Design History (3)**

A survey of design from the seventeenth to the twentieth century. Emphasizes a wide range of design production in Europe and the U.S. and examines a variety of work including furniture, interiors, and product design. A special emphasis is placed on graphic design.

**AH 211 Introduction to Museology (3)**

Introduces students to the history, philosophy, structures and goals of museums as well as examines primary missions of museums and cultural institutions. Course addresses contemporary issues and ethical challenges facing museums today.

**AH 212 World Art I (3)**

An introduction to artistic traditions before 1400. Includes the art of Egypt, Greece, Rome, India, China and Europe.

**AH 214 Modern Art (3)**

Investigates the historical and theoretical premises of modernism. Surveys the visual arts from the late nineteenth century through the 1960s. Includes stylistic movements such as Cubism, Expressionism, and Surrealism.

**AH 215 World Art II (3)**

An introduction to artistic traditions from 1400 to 1800. Topics include European Renaissance and Baroque, and the artistic conventions of Africans, Native Americans, and Islamic peoples.

**AH 245 Art Fundamentals for the Elementary Classroom Teacher (3)**

This course is designed to provide basic information and practical skills necessary to develop and teach lessons devoted to art education at the elementary school level. (Grades K-6.) The aim of this course is to give non-art, education majors the fundamentals of art and art history and demonstrate how that information may be applied in the classroom toward curriculum development. **Required for non-art Elementary Education majors.**

**AH 205 Getting Smashed: History of Destruction & Vandalism of Images (3)**

This course will examine the history of iconoclasm and the vandalism of images, cultural artifacts and sites throughout history, beginning with antiquity and continuing up to the present moment. This course fulfills the ethical inquiry cluster.

**AH 262 Art and Architecture in the Roman Catholic World (3)**

This course provides students with a basic understanding of the art and architecture produced in the Roman Catholic world. It will begin by looking at the art and architecture produced in the Late Antique/Early Christian periods and will continue through the Renaissance. Study of these works will be considered in light of the Roman Catholic traditions, the rise of monasticisms and mendicant orders, the framework of pilgrimage traditions and the cult of relics, the developing urban centers as well as developments in lay organizations.

**AH 303 Contemporary Art (3)**

Explores issues and developments since the 1960s in the visual arts with special emphasis on trends and artistic process.

**AH 312 Nineteenth Century Art (3)**

Analyzes European and American painting and sculpture of the nineteenth century. Topics include Neoclassicism, Romanticism, Realism, Impressionism and Symbolism.

**AH 324 Non-western Art (3)**

This course introduces students to the origins and developments of art in Non-western cultures. Students will study work produced by artists working in Africa, Asia, the Pacific and the Americas. The class will examine a wide variety of art forms including sculpture, architecture, painting and other ephemeral art forms.

**AH 326 Special Topics in Twentieth Century Art (3)**

This course will address issues and themes in art of the twentieth century. Students will learn various theories and philosophies and use them to consider artistic practices. Topics will vary.

**AH 339 Women Artists and Modernism (3)**

Examines the work and issues of women artists using a variety of theoretical approaches. Emphasis is on artists of the late nineteenth and twentieth centuries.

**AH 346 African/African American Art (3)**

This course surveys African American art and its context, including case studies of relevant African art. Social history is emphasized.

**AH 347 Latin American Art (3)**

Surveys the visual art of Latin America, from colonial times to the present, with an emphasis on the twentieth century. Issues such as colonialism and nationalism, modernism vs. tradition, and contemporary identity are included.

**AH 348 History of Photography (3)**

A survey of the popular and fine art uses of photography from its invention in the nineteenth century to today. Emphasizes the theoretical and critical issues that have accompanied photography's development as an art form.

**AH 360 Critical Issues in Museology (3)**

Through an examination of theoretical issues this course will help students understand the role of museums in American Society. The presentations, discussion and materials will foreground art museums, particularly the encyclopedic collection but will be broad enough to be applicable to other cultural institutions. **Prerequisite: AH 211.**

**ART THERAPY****AT 230 Introduction to Art Therapy (3)**

This course offers an introduction to the art therapy profession. Students will learn about the interface of art and therapy, as well as basic theory and application. Students will participate in experiential art exercises which will provide exposure to the use of the creative process of communication through art. **Prerequisite: PS 150.**

**AT 310 Art Therapy Methods (3)**

This course offers students the opportunity to learn about various art materials and techniques of practice applicable to the needs of a varying client population. Through direct experience, students focus on the relationship of art making to art therapy. **Prerequisite: AT 230.**

**AT 320 Art Therapy in Practice (3)**

Students study specific applications of art therapy as they relate to clinical populations from children to adults. Art-based assessment and art therapy methods with individuals and groups are examined. **Prerequisite: AT 230.**

**NOTE:**

**AR 455 and AR 465 or AR 466** satisfies Departmental Student Outcomes Assessment.

## CHAired BY: BERNARD O’ROURKE, ASSOCIATE DEAN, J.D.

The Division of Business provides comprehensive offerings for students seeking either general or specialized degrees in the fields of business and technology. The Division has Bachelor of Science degree programs in Accounting, Financial Economics, Healthcare Administration, Marketing, Business Administration, and Computer Information Systems (CIS) and also offers concentrations in Global Business, Human Resources, Small Business & Entrepreneurship, and Sport Management. Our increasingly-popular five-year track (BS/MBA and BS/MS Accounting) are rigorous programs for motivated students seeking to advance their business skills on an expedited basis. Faculty emphasis extends beyond the academic to fostering students’ business interpersonal skills and practical experiences through internships and international travel study trips.

All eligible business programs are accredited by the ACBSP (Accreditation Council for Business Schools and Programs); all other programs are aligned with applicable accreditation standards and will be pursuing full accreditation when eligible.

### BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

The Bachelor of Science in Business Administration allows students to learn the essential skills and principles needed in today's business world. A core grouping of fifteen essential courses provides a solid background for an entry-level position in today's workforce, or the foundation for more concentrated studies or graduate work. Caldwell University strives to provide students with professional skills, which combined with academic knowledge, produce the appropriate skillset to succeed in a business career. Many students double-major in Business Administration and another non-business major.

### Requirements for a B.S. in Business Administration

DEGREE: Bachelor of Science

Liberal Arts and Sciences Core (see page 38) .....	49 credits
Major in Business Administration .....	42 credits
Open Electives .....	29 credits
Total .....	120 credits

### STUDENTS WHO MAJOR IN BUSINESS ADMINISTRATION MUST COMPLETE:

BU 105	Contemporary Business
BU 110	Business Communications
BU 205	Principles of Economics I (liberal arts core social science requirement for business majors)
BU 208	Introduction to International Business
BU 210	Principles of Economics II
BU 211	Accounting I
BU 212	Accounting II
CS 219	Business Spreadsheet Applications
BU 221	Marketing
BU 305	Introduction to Statistics, or MA 207
BU 260	Principles of Management
CS 285	Fundamentals of Management Information Systems
BU 337	Finance
BU 350	Legal Environment of Business I
BU 420	Ethical Business Strategy

**NOTE:** Business Administration majors are strongly encouraged to take BU 487 Internship. All Business Administration core courses and certain electives are available online. Refer to the university's course search or contact the Division of Business for more details.

Students majoring in Business Administration have the option of adding a concentration (12 credits) in the following fields: Global Business, Human Resource Management, Small Business & Entrepreneurship and Sport Management.

*The following are the additional courses required for each of the concentrations:*

### **Global Business**

- BU 327 International Marketing
- BU 375 International Business Management
- BU 417 International Finance

One of the following, to fulfill the remaining three (3) credits: BU 487 Internship; BU 491 International Travel Experience; BU 343 Creativity, Innovation & the Competitive Edge

### **Human Resource Management**

- BU 370 Organizational Behavior
- BU 470 Human Resource Management
- BU 472 Legal Aspects of Human Resource Management

One of the following, to fulfill the remaining three (3) credits: BU 487 Internship; BU 491 International Travel Experience; BU 343 Creativity, Innovation & the Competitive Edge

### **Small Business & Entrepreneurship**

- BU 245 Choice: Self-Management to Leader
- BU 343 Creativity, Innovation & the Competitive Edge
- BU 460 Entrepreneurship & Small Business Management

One of the following, to fulfill the remaining three (3) credits: BU 487 Internship, BU 491 International Travel Experience, BU 416 Selling & Sales Management

### **Sport Management**

- BU 251 Introduction to Sport Management
- BU 333 Sport Marketing & Communications
- BU 334 Facility Operations & Event Management

One of the following, to fulfill the remaining three (3) credits: BU 487 Internship, BU 491 International Travel Experience, BU 331 Sport Ethics, BU 416 Selling & Sales Management

## BACHELOR OF SCIENCE IN ACCOUNTING

The Bachelor of Science in Accounting is one of Caldwell University's signature business programs, providing an essential platform for students to find employment in a variety of accounting and business areas. Students who graduate from the Caldwell Accounting program are equipped to readily find employment and are well on their way to preparing for the CPA exam. Caldwell accounting students are recruited by accounting firms of all sizes, as well as by industry and government agencies.

### Requirements for a B.S. in Accounting

DEGREE: Bachelor of Science

Liberal Arts and Sciences Core (see page 38) .....49 credits

Major in Accounting.....60 credits

Open Electives.....11 credits

Total .....120 credits

### STUDENTS WHO MAJOR IN ACCOUNTING MUST COMPLETE:

BU 105 Contemporary Business

BU 110 Business Communications

BU 205 Principles of Economics I

(liberal arts core social science requirement for business majors)

BU 208 Introduction to International Business

BU 210 Principles of Economics II

BU 211 Accounting I

BU 212 Accounting II

CS 219 Business Spreadsheet Applications

BU 221 Marketing

BU 260 Principles of Management

CS 285 Fundamentals of Management Information Systems

BU 305 Introduction to Statistics, or MA 207

BU 321 Intermediate Accounting I

BU 322 Intermediate Accounting II

BU 323 Cost Accounting

BU 325 Auditing

BU 332 Federal Income Taxes

BU 337 Finance

BU 350 Legal Environment of Business I

BU 420 Ethical Business Strategy

BU 430 Advanced Accounting

**NOTE:** Accounting majors are strongly encouraged to take BU 487 Internship.



## BACHELOR OF SCIENCE IN FINANCIAL ECONOMICS

The Bachelor of Science in Financial Economics contains a unique mix of courses providing economic theory that correlate to financial decision-making, while also offering practical courses in finance and investment. Students in this program are challenged to stretch their intellectual competencies and problem-solving abilities.

### Requirements for a B.S. in Financial Economics

DEGREE: Bachelor of Science

Liberal Arts and Sciences Core (see page 38) .....49 credits

Major in Financial Economics .....63 credits

Open Electives .....8 credits

Total .....120 credits

### STUDENTS WHO MAJOR IN FINANCIAL ECONOMICS MUST COMPLETE:

- BU 105 Contemporary Business
- BU 110 Business Communications
- BU 205 Principles of Economics I  
(liberal arts core social science requirement for business majors)
- BU 208 Introduction to International Business
- BU 210 Principles of Economics II
- BU 211 Accounting I
- BU 212 Accounting II
- CS 219 Business Spreadsheet Applications
- BU 221 Marketing
- BU 245 Decision Analysis
- BU 260 Principles of Management
- CS 285 Fundamentals of Management Information Systems
- BU 290 Analysis and Trading of Securities
- BU 305 Introduction to Statistics, or MA 207
- BU 337 Finance
- BU 338 Investment Management
- BU 350 Legal Environment of Business I
- BU 400 Quantitative Financial Economics
- BU 420 Ethical Business Strategy
- BU 431 Financial Markets
- BU 440 Money and Banking
- BU 455 Financial Economics

**NOTE:** Financial Economics majors are strongly encouraged to take BU 487 Internship.

## BACHELOR OF SCIENCE IN MARKETING

The Bachelor of Science in Marketing is a well-recognized and market-tested program for students seeking to focus their skills in any marketing direction. In addition to the fifteen foundational courses in business, students develop expertise in public relations, advertising, sales, sales management, and consumer research. The program culminates in a significant capstone project that allows students to integrate their knowledge into a comprehensive marketing plan.

### Requirements for a B.S. in Marketing

DEGREE: Bachelor of Science

Liberal Arts and Sciences Core (see page 38) .....	49 credits
Major in Marketing .....	57 credits
Open Electives .....	14 credits
Total .....	120 credits

### STUDENTS WHO MAJOR IN MARKETING MUST COMPLETE:

BU 105	Contemporary Business
BU 110	Business Communications
BU 205	Principles of Economics I (liberal arts core social science requirement for business majors)
BU 208	Introduction to International Business
BU 210	Principles of Economics II
BU 211	Accounting I
BU 212	Accounting II
CS 219	Business Spreadsheet Applications
BU 221	Marketing
BU 260	Principles of Management
CS 285	Fundamentals of Management Information Systems
BU 305	Introduction to Statistics, or MA 207
BU 337	Finance
BU 347	Public Relations
BU 350	Legal Environment of Business I
BU 360	Advertising
BU 416	Selling and Sales Management
BU 420	Ethical Business Strategy
BU 425	Consumer Research and Product Innovation
BU 471	Marketing Management

**NOTE:** Marketing majors are strongly encouraged to take BU 487 Internship.

## STATEMENT OF OUTCOMES ASSESSMENT

### **Majors in Accounting, Business Administration, Financial Economics, and Marketing**

In view of the changing business environment our students will face upon graduation and in keeping with the mission and values for which Caldwell University stands, students who graduate from our program will be proficient in business principles and practices in twelve essential business subjects (Accounting, Economics, Finance, Global Business, Legal and Social Environment of Business, Leadership Marketing, Management, Quantitative Business Analysis, Ethics, Information Systems, and Business Policy/Integrating Experience), and will be proficient in oral presentations, written communications, and information technology skills. They will also be able to address real-world business problems with ethical sensitivity and well-developed critical thinking and problem solving skills.

Several different methods will be used to evaluate the effectiveness of the program and the success of the student, including the Peregrine Test in Business and the successful completion of the Business program capstone course: **Kapusinski Ethical Business Strategy**. The **Kapusinski Ethical Business Strategy** capstone course is an important requirement that all students must complete successfully. In addition to integrating students' knowledge of all the business functions, this course emphasizes the ethical dimensions of business problems by giving students methods to assist in making strategic and ethically-grounded decisions. Other assessment measures may be used from time to time, including case studies, portfolio development, pre- and post-testing, and others upon review and analysis of actual student learning outcomes.

### **FIVE-YEAR COMBINED B.S./M.B.A.**

Combined B.S./M.B.A. degrees are available for currently enrolled Caldwell University Division of Business Administration undergraduate students. Those students who have achieved junior status (60+ credits) and a cumulative GPA of at least 3.0 may request admission into the master's program. Once admitted to the master's program, the student takes a combination of undergraduate courses and graduate courses during the fourth year. Two graduate level courses (BU 520 Advanced Business Strategy and BU 537 Financial Management or BU 525 Advanced Auditing) will be taken during the fourth year, one in the fall and one in the spring. The BU 420 Ethical Business Strategy and BU 337 Finance or BU 325 Auditing core business undergraduate courses, respectively, required for a bachelor's degree in the Division of Business Administration will be waived. These six (6) credits for graduate level courses **WILL** count towards **BOTH** the student's 120 credit hours required for the undergraduate bachelor's degree as well as towards the 39 credit hours required for the M.B.A. The bachelor's degree will be awarded upon completion of the requirements for this degree. During the fifth year, the student takes up to 15 credit hours each semester of core and elective graduate courses required for the M.B.A. After completing the remaining 33 credit hours, the student will receive an M.B.A.

### **Credit hour requirements for a combined B.S./M.B.A.**

B.S. Division of Business Administration Credit Hours Requirement (Includes 6 Graduate Credit Hours) .....	120 credits
M.B.A. Courses .....	(6 credits)*
M.B.A. Courses .....	33 credits
Total Combined B.S./M.B.A. Credit Hours .....	153 credits

*\*The two M.B.A. courses are completed during the senior year and apply to both the B.S. and M.B.A. In addition, majors in specific business disciplines may be able to waive an additional 3 graduate credits (see Graduate Catalog).*

### **Admission requirements for Combined B.S./M.B.A.**

- Junior status by completing a minimum of 60 credit hours and an overall GPA of 3.0 in a declared Division of Business Administration major.
- Completion of a minimum of 12 credit hours of business courses at Caldwell University with a minimum GPA of 3.0 in those courses.
- A Division of Business Administration faculty member recommendation and sponsorship.
- Substantial work experience will be waived for current undergraduate candidates.

**NOTE:** See *Graduate Catalog* for a list of the courses required for the M.B.A.

### **FIVE-YEAR COMBINED B.S./M.S. IN ACCOUNTING**

Combined B.S./M.S. in Accounting is available for currently enrolled Caldwell University undergraduate accounting students. When accounting majors have achieved junior status (60+ credits) and have achieved a cumulative GPA of at least 3.0, they may request admission into the M.S. in Accounting program. Once admitted to the master's program, the student takes a combination of undergraduate courses and graduate courses during the fourth year. Two graduate level courses (BU 520 Advanced Business Strategy and BU 525 Advanced Auditing) will be taken during the fourth year. The Kapusinski Ethical Business Strategy and Auditing core undergraduate courses required for a B.S. in Accounting will be waived. These six credits for graduate level courses will count towards both the student's 120 credit hours required for the undergraduate B.S. in Accounting as well as towards the 30 credit hours required for the M.S. in Accounting. The bachelor's degree will be awarded upon completion of the requirements for this degree. During the fifth year, the student exclusively takes 24 credit hours of core and elective graduate courses required for the M.S. in Accounting. After successfully completing the remaining 24 credit hours, the student will receive an M.S. in Accounting.

#### **Credit hour requirements for a combined B.S./M.S. in Accounting**

B.S. in Accounting Credit Hours	
Requirement (Includes 6 Graduate Credit Hours).....	120 credits.
M.S. in Accounting Courses .....	(6 credits)*
M.S. in Accounting Courses .....	30 credits
Total Combined B.S./M.S. in Accounting Credit Hours.....	150 credits

Students pursuing CPA (Certified Public Accountant) licensure in New Jersey are required to fulfill 150 credit hours of appropriate education.

*\*The M.S. in Accounting (2) courses are completed during the senior year and apply to both the bachelor's and master's degrees.*

#### **Admission requirements for combined B.S./M.S. in Accounting**

- Junior status by completing a minimum of 60 credit hours and an overall GPA of 3.0 in the Accounting major.
- Completion of a minimum of 12 credit hours of business courses at Caldwell University with a minimum GPA of 3.0 in those courses.
- A Division of Business Administration faculty member recommendation and sponsorship.
- Substantial work experience will be waived for current undergraduate candidates.

**NOTE:** See *Graduate Catalog* for a list of the courses required for the M.B.A.

**MINORS IN BUSINESS**

The Division of Business Administration offers ten business minors for students. No more than two (2) of the courses from the student's major concentration requirements or from another minor requirement or from the liberal arts and sciences core may be included in the credits required for each of these minors. In addition to ten business minors, the division also offers a minor in CIS. See the CIS section for full details. All other conditions listed in the *Catalog* under "Minors" must be met to receive any one (1) of these minors.

**Requirements for a Business Minor**

Students must receive a minimum grade of C in all courses applied to any of the business minor programs.

## BACHELOR OF SCIENCE, HEALTHCARE ADMINISTRATION

The Division of Business offers a B.S. in Healthcare Administration to prepare students for the dynamic and expanding healthcare industry in the United States. Consistent with its mission, Caldwell University provides an education for students pursuing meaningful work in a health and healing industry. Our graduates can expect to provide essential business expertise in diverse settings, including hospitals, nursing homes, rehabilitation centers, life-care residential facilities, clinics, health insurance companies, pharmaceutical companies, and medical practices.

### **Requirements for B.S. in Healthcare Administration**

DEGREE: Bachelor of Science

Liberal Arts and Sciences Core (see page 38) .....37 credits

Liberal Arts & Science Core as Major Requirements.....12 credits

Major Requirements .....61 credits

Free Electives.....10 credits

Total Requirements .....120 credits

**Minimum GPA: 2.75**

Students entering as freshmen are required to take a one-credit Freshman Seminar course.

### **Completion Options:**

- 1. Degree Completion Students.** Students who already have achieved an Associate of Science or Associate of Arts degree can choose the degree-completion route of 60\* credits, as follows:

#### LIBERAL ARTS & SCIENCE FOUNDATIONAL CORE (3 CREDITS)

TH 102 Introduction to Theology

#### LIBERAL ARTS & SCIENCE ENRICHED CORE (9 CREDITS)

*One from each of three clusters:*

Catholic & Dominican Tradition

Global Awareness & Cultural Understanding

Ethical Inquiry and Applications

#### HEALTHCARE ADMINISTRATION COURSES (49 CREDITS\*\*) (see below)

*\*Prerequisite for students who have achieved an Associate Degree: Business writing (BU 110 Business Communications or equivalent); Statistics (BU 305 Introduction to Statistics or equivalent).*

*\*\*Students working in a health-related field are exempt from HS 101 Medical Terminology and BU 487 Internship.*

- 2. Traditional Undergraduates.** Students can choose the traditional four-year undergraduate route: the Liberal Arts & Science Core Curriculum with major degree requirements and free electives, as follows.

#### LIBERAL ARTS & SCIENCE FOUNDATIONAL CORE (28 or 25 credits)

Communication Arts (3)

Computer Science (3)

*unless student waives out of course requirement by exam*

English (6)

(College Writing and Literature)

Freshman Seminar (1)

History (3)

Mathematics (3)

(MA 130 Foundation of Analysis or higher)

Modern Languages (3)

Philosophy (3)

Theology (3)

ENRICHED CORE (9 credits)

- Catholic and Dominican Tradition (3)
- Global Awareness and Cultural Understanding (3)
- Ethical Inquiry and Application (3)

LIBERAL ARTS & SCIENCE FOUNDATIONAL CORE AS MAJOR REQUIREMENTS (12 credits)

- Fine Arts (3)
  - (AT 230 Introduction to Art Therapy or MU 231 Introduction to Music Therapy)
- Natural and Physical Sciences (3)
  - (BI 110 The Human Body)
- Social Sciences (6)
  - (PS 150 Introduction to Psychology and SO 334 Sociology of Medicine)

HEALTHCARE ADMINISTRATION COURSES (61 credits)

- BU 101 Survey of Economics (3)
- HS 101 Medical Terminology (3)
- BU 110 Business Communications (3)
- OR
- EN 338 Writing for the Professions (3)
- BU 213 Intro to Healthcare (3)
- BU 217 Ethical Issues in Healthcare (3)
- BU 215 Accounting for Healthcare Managers (3)
- CS 219 Spreadsheets (3)
- BU 223 Healthcare Marketing (3)
- BU 260 Management (3)
- BU 302 Budgeting, Finance & Healthcare Payments (3)
- BU 305 Statistics (3)
- OR
- MA 207 Applications of Statistics (3)
- OR
- PS 208 Psychological Statistics (3)
- CS 310 Healthcare Information Systems (3)
- BU 356 Healthcare Law & Regulatory Environment of Health Care (3)
- BU 371 Operations Management in Health Care (3)
- CS 405 Data Analysis in Health Care (3)
- NU 415 Leadership, Finance & Healthcare Policy (4)
- BU 465 Managerial Epidemiology (3)
- BU 470 Human Resource Management (3)
- BU 487 Internship (3)
- BU 485 Leadership & Organizational Change in Health Care (capstone) (3)

**STATEMENT OF OUTCOMES ASSESSMENT**

Caldwell University's Healthcare Administration Program objectives and student learning outcomes have been developed with the goal of specialized accreditation by the Association of University Programs in Healthcare Administration ("AUPHA"). Students will achieve the University objectives of communicating effectively orally and in writing, using logical reasoning, and demonstrating information literacy. Students will also achieve the healthcare program objectives of acquiring AUPHA-required individual competencies and substantive content competencies. Individual competencies include the ability to use computational skills and critical thinking skills, and evaluate and articulate the societal and cultural context of healthcare administration from the historical, philosophical, social, cultural, economic, political and scientific foundations of healthcare. Substantive content competencies include the ability to evaluate the theoretical and experiential core knowledge of healthcare and apply administrative and policy initiatives in healthcare.



## BACHELOR OF SCIENCE IN COMPUTER INFORMATION SYSTEMS

The role of technology in business is recognized as a priority in both business and computer science programs. As well as cultivating essential technology skills, the Computer Information Systems programs focus on adapting to the ever-changing technological landscape, with innovative courses such as mobile app development and data analytics. In the Business Systems concentration, students obtain a cohesive balance of technical and business skills that serve as a bridge between computer science and business. In the Information Technology concentration, students acquire skills to plan, develop, and manage computing resources needed to support installations utilizing personal computers, servers, websites, networks, mobile devices and their applications.

### **Requirements for a B.S. in Computer Information Systems with Concentrations in Business Systems and Information Technology.**

*Note: Since ACBSP only accredits business programs, the B.S. in Computer Information Systems (with either concentration) is not accredited by ACBSP.*

#### **Requirements for Concentration in Business Systems**

DEGREE: Bachelor of Science

Liberal Arts and Sciences Core .....	49 credits
Computer Information Systems .....	49 credits
Open Electives .....	22 credits
Total .....	120 credits

#### **STUDENTS WHO MAJOR IN COMPUTER INFORMATION SYSTEMS (WITH A CONCENTRATION IN BUSINESS SYSTEMS) MUST COMPLETE:**

- CS 195 Computer Programming I
- CS 196 Computer Programming II
- CS 219 Business Spreadsheet Applications
- CS 225 Operating Systems
- CS 230 Emerging Technologies – Web Page Design
- CS 238 E-Commerce
- CS 260 Data Management Systems
- CS 315 Elements of Systems Analysis (4 credits)
- CS 348 Data Security and Disaster Recovery
- BU 205 Principles of Economics
- BU 211 Accounting I
- BU 212 Accounting II
- BU 305 Introduction to Statistics, or MA 207
- BU 337 Principles of Finance

Plus two additional computer science or business administration courses at the 200-level or above.

#### **Requirements for Concentration in Information Technology**

DEGREE: Bachelor of Science

Liberal Arts and Sciences Core .....	49 credits
Computer Information Systems .....	49 credits
Open Electives .....	22 credits
Total .....	120 credits

#### **STUDENTS WHO MAJOR IN COMPUTER INFORMATION SYSTEMS (WITH A CONCENTRATION IN INFORMATION TECHNOLOGY) MUST COMPLETE:**

- CS 195 Computer Programming I
- CS 196 Computer Programming II

CS 219 Business Spreadsheet Applications  
 CS 225 Operating Systems  
 CS 230 Emerging Technologies – Web Page Design  
 CS 240 Windows Programming  
 CS 260 Data Management Systems  
 CS 315 Elements of Systems Analysis (4 credits)  
 CS 320 Networking and Communications  
 CS 327 Internet and Enterprise Security  
 CS 348 Data Security and Disaster Recovery  
 CS 355 Web Applications  
 BU 305 Introduction to Statistics, or MA 207  
 Plus 3 additional computer science or business administration courses (9 credits) at the 200-level or above.

## STATEMENT OF OUTCOMES ASSESSMENT

### Computer Information Systems Majors:

Students will be required to pass (minimum grade of C) the capstone course, CS 315 Elements of Systems Analysis and Design. The course enables the students to apply and integrate the knowledge and skills that they have learned in their major courses. The division regularly evaluates and revises its curricula based on the results of the outcomes assessment.

### Requirements for a Computer Information Systems Minor

**A total of 21 credits are required for a minor. The required courses are:**

CS 195 Computer Programming I  
 CS 196 Computer Programming II  
 CS 219 Business Spreadsheet Applications  
 CS 225 Operating Systems  
 CS 230 Emerging Technologies – Web Page Design  
 CS 260 Data Management Systems  
 CS 320 Networking and Communications

## COURSE DESCRIPTIONS

### **BU 101 Survey of Economics (3)**

Introduces students to the essentials of economics and how economics affects households, businesses and government. Topics include concepts of supply and demand, savings and investments, and the production, distribution and consumption of goods and services. Students gain a moral, ethical and practical perspective in exploring the dynamics of economic change occurring in world markets and its impact on populations and governments. *This course cannot be applied to the credit requirements for any Division of Business Administration major.*

### **BU 105 Contemporary Business (3)**

Surveys the various fields of business. The student will be introduced to the different forms of business ownership, managerial skills, marketing principles, accounting, financial analysis, computer terminology, money and banking, business law and international trade.

### **BU 110 Business Communications (3)**

Emphasizes models of management-oriented modern business communications: letters, reports, memoranda, emailing, blogging and digital résumés. Develops oral communication skills: interviews, presentations, listening techniques. Includes use of computer lab and relevant presentation, writing and report generating technologies. **Prerequisite: CS 115 or waiver.**

### **BU 205 Principles of Economics I (3)**

This course introduces students to the fundamentals of microeconomic theory. It deals with the behavior of individual economic units that are small relative to the national economy. The course explains how consumers, workers, investors, owners of land, and business firms make their decisions, and how they interact to form larger units of markets and industries. A thorough survey of market failure and government failure also will be covered. **Prerequisite: MA 112 (or other equivalent math core).**

### **BU 208 Introduction to International Business (3)**

Analyzes the economic, cultural, political, and legal context in which International Business is conducted. It reviews the major factors linked to the development of International Business. The course considers globalization, the economic and political aspects of trade, how countries differ, the global monetary system and foreign exchange.

### **BU 210 Principles of Economics II (3)**

This course introduces students to the fundamentals of macroeconomic theory. It deals with aggregate economic quantities, such as the level and growth rate of national output, interest rates, unemployment, and inflation. The course explains how the aggregate markets for goods and services, for labor, for corporate stocks and bonds are formed, what is the trade-off between inflation and unemployment, and how the government develops and implements its monetary and fiscal policies. **Prerequisite: BU 205.**

### **BU 211 Accounting I (3)**

Gives a basic understanding of accounting theory, practices and procedures through the accounting cycle; transaction analysis and recording in journals and ledgers. **Prerequisite: MA 112 (or other equivalent math core).**

### **BU 212 Accounting II (3)**

Includes asset valuation, measuring and reporting of the equities of creditors and owners, partnership and corporation forms, income taxes and financial analysis. **Prerequisite: BU 211.**

### **BU 213 Introduction to Healthcare Administration (3)**

This course introduces fundamental concepts in managing various kinds of healthcare organizations (HCOs) in the United States, emphasizing the integrated approach to management needed in today's complex healthcare delivery system. The course introduces the foundational structure and operation of the U.S. health care system and addresses challenges in the delivery of effective health care. Topics include the history of healthcare in the United States and its evolution, the role of participants in healthcare delivery, the nature and scope of various HCOs (hospitals, nursing homes, ambulatory care centers, rehabilitation centers, physician offices, etc.), administration and financing of healthcare, the concept of managed care, and the role of government in healthcare delivery.

### **BU 217 Ethical Issues in Healthcare (3)**

The United States Healthcare system is facing continuous change on multiple fronts: access to care, quality of health care, rapidly changing technologies in prevention, treatment, and administration, informed consent and patient access to information and healthcare records, and recent legislative changes to Medicare and the Affordable Care Act. This course explores the ethical implications facing various kinds of healthcare facilities and practices, underscored by the essential tension between effective healthcare delivery and rising costs. Topics addressed include ethical theory and justice, moral integrity, organizational mission and culture, institutional codes of ethics, patient-centered issues (privacy, experimentation and autonomy, end-of-life issues), public health ethics (population health and epidemiology), market forces, and community responsibility.

### **BU 215 Accounting for Healthcare Managers (3)**

An overview of the basic accounting theory as applied to healthcare organizations, including fundamental accounting vocabulary (assets, liabilities, owners' equity/net assets, the accounting equation, Generally Accepted Accounting Principles), and introduction to accounting tools and concepts, including key financial statements, valuation of assets and equities, recording and reporting financial information, depreciation, audits, ratio analysis, and capital structure and analysis.

**BU 221 Marketing (3)**

Explains marketing's role in the marketplace and in the organization, target market analysis, the marketing mix, international marketing, and social criticisms of marketing. **Prerequisite:** CS 115 or waiver.

**BU 223 Healthcare Marketing (3)**

The increasingly well-educated patient in the highly-regulated healthcare marketplace presents new challenges to healthcare providers and facilities. Innovative approaches are required to provide information for patients-as-consumers. This course introduces foundational principles in marketing with particular emphasis on the unique applications to the healthcare industry. Topics include basic marketing concepts (marketing process and marketing strategy), fundamentals of consumer-patient focus (market research, market segmentation, buyer behavior), and the marketing mix (product, price, distribution, promotion and advertising, selling and sales management).

**BU 235 Choice: From Self-Management to Leader (3)**

This course is designed to teach students practical techniques that can accelerate the path to success in life. Students will acquire a mastery of thirty-four tools, focusing on essential life skills that include areas such as goal setting, motivation, resourcefulness, communication, time, stress and conflict management, creative problem solving, teaming, and leading. These techniques will be positioned within the context of Caldwell University's Core Values – Respect, Integrity, Community, and Excellence. The emphasis will be on helping students carve out meaningful lives that make a difference based on these value choices.

**BU 236 Where Law Meets Ethics: Corporate Social Responsibility (3)**

Businesses struggling to survive in the current economic climate are challenged to formulate ethical decisions that are also strategically sound. Some corporations purposefully pursue corporate social responsibility initiatives ("CSR") by attempting to impact the economy, the environment, and society at large in a positive way. After exploring the legal and ethical foundational concepts underlying business and societal decisions, this course analyzes effective utilization of CSR strategies to manage such issues as privacy and technology, workers' rights, sustainable environmental practices, marketing, workplace safety, product safety, bioethics and medical ethics, and intellectual property rights. Using a case study approach, students evaluate decision-making in diverse business settings, including for-profit and not-for-profit industries.

**BU 245 Decision Analysis (3)**

The course introduces students to the essentials of rational decision making under uncertainty. Topics include thinking about the decision problem in its entirety; making trade-offs when one cannot achieve all objectives at once; accounting for one's appetite for risk; coordination of current and future decisions; and proper structuring of decision processes.

**BU 251 Introduction to Sport Management (3)**

This course introduces the student to the profession of sport management. Sport as a business is a significant part of the global entertainment industry and this survey course concentrates on various aspects of the field of sport management. Elements to be covered include the principles of sport business and entertainment management in professional, amateur, high school and collegiate settings. Students will be introduced to topics such as careers in the field, the evolution of the discipline and aspects of marketing, law, finance and economics which pertain to sport business. Event and facility operations as well as the ethical challenges in sport management will be reviewed.

**BU 260 Principles of Management (3)**

Focuses on the basic management skills of planning, organizing, leading and controlling, with additional emphasis on ethics and social responsibility and management skills for the future. This course deals with understanding the manager's job, decision making, motivation, leading change and innovation.

**BU 290 Analysis and Trading of Securities (3)**

This course introduces students to the principles and practices of investing in stocks and bonds. The course is taught by a practitioner who guides students through: analysis and selection of securities; puzzles of valuation of companies by the stock market; practical rules of evaluation of risk factors influencing market values of companies; strategies of value and growth investing; comparative advantages and disadvantages of investing in different types of bonds; and practical approaches to building individual investment portfolios. Starting with the first class, teams of students participate in an electronic game of investing and trading stocks. Performance in this competitive game is factored into the final grade. The course is required for majors in Financial Economics and is an elective for majors in all other concentrations.

**BU 223 Healthcare Marketing (3)**

The increasingly well-educated patient in the highly-regulated healthcare marketplace presents new challenges to healthcare providers and facilities. Innovative approaches are required to provide information for patients-as-consumers. This course introduces foundational principles in marketing with particular emphasis on the unique applications to the healthcare industry. Topics include basic marketing concepts (marketing process and marketing strategy), fundamentals of consumer-patient focus (market research, market segmentation, buyer behavior), and the marketing mix (product, price, distribution, promotion and advertising, selling and sales management).

**BU 305 Introduction to Statistics (3)**

Studies the collection, classification, presentation, and analysis of statistical data with an emphasis on business applications. **Prerequisites:** MA 112 and CS 219 or equivalents.

**BU 321 Intermediate Accounting I (3)**

Includes financial reporting, present value analysis, cash and short-term investments, receivable and inventories (cost and cost flow assumptions and special valuation methods). Emphasis on applying accounting principles to more complex accounting topics. **Prerequisite:** BU 212.

**BU 322 Intermediate Accounting II (3)**

Studies long-term plant assets, current liabilities and contingencies, long-term debt and investments, corporations and accounting for leases. Includes an analysis of current topics in accounting. Reviews C.P.A. exam questions as they relate to the above topics of study. **Prerequisite:** BU 321.

**BU 323 Cost Accounting (3)**

Introduces the basic concepts of material, labor and overhead. Develops these concepts under job order, process and standard cost accounting systems. **Prerequisite:** BU 212.

**BU 325 Auditing (3)**

Presents standards and procedures employed by accountants in the examination of financial statements. Discusses the auditor's reports, planning the audit, specific procedures applied to assets, liabilities, revenues and expenses. **Prerequisite:** BU 322.

**BU 327 International Marketing (3)**

Examines the development of marketing strategy by the multinational firm in foreign countries. Marketing strategy is developed while addressing the business environmental elements of economics, politics, law, society, culture, competitions and scarce resources. **Prerequisite:** BU 208 or BU 221.

**BU 331 Sport Ethics (3)**

In this course students will learn ethical theories and understand their application in resolving ethical and moral issues in sport management. As with medical, business, and cyber ethics, sports ethics, as a separate discipline, utilizes philosophical ethics models and theories as a platform to analyze such topics as cheating, competitive advantage, drug use, violence, discrimination, gambling, media and intellectual property. External and internal constituent perspectives, such as from sports agents, sports media, coaches, participants, officials and referees, spectators and parents are considered. This course seeks to have the student not only critically challenge societal values, but also critically examine and challenge personal values in an attempt to affirm and/or question and adjust.

**BU 332 Federal Income Taxes (3)**

Introduces the fundamentals of income tax laws and procedures affecting individuals, partnerships, corporations, estates and trust. **Prerequisite:** BU 212.

**BU 333 Sport Marketing & Communications (3)**

This course covers the concepts of sport marketing and their execution in sport business and the broader marketplace. Topics include market research, sport promotion, sponsorship, licensing and advertising, social media. The merchandising and distribution of sport and sport-related products are explored. In addition, the role of communications as part of the marketing and public relations mix in sport business is examined. **Prerequisites:** BU 250 Introduction to Sport Management and BU 105 Contemporary Business or BU 221 Marketing.

**BU 334 Facility Operations & Event Management (3)**

The course covers the principles of facility operations and event management in sport business and entertainment management. It focuses on the basic concepts and ideas which are necessary to successfully execute the planning, organizing, publicizing and running of sporting and entertainment events. In addition, the course will address the planning, development, operations and maintenance of sport, leisure and entertainment facilities. **Prerequisite:** BU 251 Introduction to Sport Management or BU 105 Contemporary Business.

**BU 337 Principles of Finance (3)**

Introduces the techniques employed by firms in raising and allocating funds. Describes analytical tools used by financial managers. **Prerequisites:** BU 210, BU 212, and BU 305 or MA 207.

**BU 338 Investment Management (3)**

Studies in further detail the securities markets, valuation of stocks and bonds, investment management, and security price movement. **Prerequisite:** BU 337.

**BU 343 Creativity, Innovation and the Competitive Edge (3)**

Students will learn how to think creatively, individually and in teams, and apply creative problem solving to day-to-day managerial challenges that lead to innovation and continuous improvement. How to mobilize this resource in a company in a way that leads to sustained competitive advantage and superior profits will be the focus.

**BU 347 Public Relations (3)**

Surveys the entire field of public relations: objectives, strategy, communication techniques, media selection, message content, implementation, budget, follow-up and evaluation. Student develops a PR campaign for a product. **Prerequisite:** BU 221.

**BU 350 Legal Environment of Business I (3)**

Examines the legal environment of business including legal liability and ethical issues in the context of the business and economic environments and e-commerce applications. Overview of the American legal system and the legal rights, duties and obligations of the individual. Emphasis is placed on criminal, torts/negligence/product liability and contract law.

**BU 356 Healthcare Law & the Regulatory Environment of Health Care (3)**

An introduction to the legal and ethical issues in the healthcare industry. Patients, practitioners, and healthcare administrators face a complex maze of legal and regulatory issues ranging from privacy, intellectual property, health care record-keeping and reporting requirements, payment and reimbursement, and tort liability. Healthcare administrators address employment and human resource matters, as well as business process decisions with legal consequences. This course includes foundational aspects of the United States legal system for the context in which reasoned legal judgments are made.

**BU 360 Advertising (3)**

Discusses the business, social and economic aspects of advertising; budgets, media selection, advertising and society, the future of advertising, ethics, and international advertising. Student develops an advertising plan for a product. **Prerequisite:** BU 221.

**BU 370 Organizational Behavior (3)**

Explores designing organizational structures, inter-group conflict, motivation, leadership, group processes, organizational change and personnel selection. **Prerequisite:** BU 260.

**BU 371 Operations Management in Healthcare (3)**

Today's healthcare systems and diverse healthcare organizations are intricate, with commensurate complexity in physical maintenance of facilities, communications infrastructure, data and technology infrastructure, human safety, and epidemiological implications. An effective and efficient healthcare operations management system will design, operate, and improve the processes and systems that create and deliver essential healthcare services while controlling costs and maximizing quality. Key issues include supply chain management, project management, performance assessment and improvement, financial performance, capacity management, scheduling, patient flow and process improvement, and the implications of recent trends in evidence-based medicine and pay-for-performance.

**BU 375 International Business Management (3)**

Presents a framework for the analysis of international business problems. The course defines the nature of international, multi-national and trans-national companies. It examines the evolution of these types of enterprises, and develops a model of a multi-national firm in a dynamic, global setting. It provides a bridge among the disciplines of Economics, Sociology, Political Science and International Business. **Prerequisite:** BU 208.

**BU 400 Quantitative Financial Economics (3)**

This course helps students to acquire proficiency in application of fundamental quantitative methods that are most widely used in designing and implementing practical financial projects. The topics comprise: probability distributions, including nonnormal distributions; stochastic dominance; mean-variance analysis; Random Walk Model, which plays a critical role in the theory of Efficient Capital Markets; portfolio choice; predictability of asset returns; bid-ask spread; Capital Asset Pricing Model (CAPM); arbitrage; option pricing; and nonlinearities in financial data. **Prerequisites:** BU 305, BU 337.

**BU 416 Selling and Sales Management (3)**

Provides an understanding of the steps in the selling process and a practicum of an actual sales presentation. Examines functions of executives in charge of the marketing and sales activities and the motivation of sales force personnel toward achievement of objectives. Analysis of the selection, supervision and training of sales force personnel, methods used by companies to gain share of the market, and interaction of the sales department with other departments within the enterprise. Includes the development of a sales plan for a product. **Prerequisite:** BU 221.

**BU 417 International Finance (3)**

Surveys the international marketplace; foreign exchange market; balance of payments; exchange systems; adjustment in the balance of payments and economic stability; flexible versus fixed exchange rates; purchasing power parity; the Bretton Woods System; and the present international monetary system. **Prerequisites:** BU 208 and BU 337.

**BU 420 Kapusinski Ethical Business Strategy (3)**

Applies analytical techniques and managerial concepts to operations of large-scale business. Within that context, it will highlight ethical business practices and ethical sensitivity in the decision-making process. **Prerequisites:** Senior status with at least 105 credits and BU 337.

**BU 425 Consumer Research and Product Innovation (3)**

Provides an understanding of consumer behavior, consumer research processes and methodologies, new product development process and innovation techniques that are integrated with successful marketing strategies. Students develop a totally new product including an introductory campaign, packaging and branding. **Prerequisite:** BU 221.

**BU 430 Advanced Accounting (3)**

Provides an in-depth study of accounting principles for partnerships, business combinations, and consolidated financial statements. Discusses up-to-date thinking on controversial topics presently facing the accounting profession. **Prerequisite:** BU 322.



**BU 431 Financial Markets (3)**

Debt and equity markets, primary and secondary markets, exchanges and over-the-counter markets, money and capital markets. Financial intermediaries to securities markets. Internalization and regulation of financial markets. **Prerequisite:** BU 337.

**BU 440 Money and Banking (3)**

This course applies basic economic principles to explain the nature and functioning of financial markets and institutions, the role of money, functions of the Federal Reserve System, as well as goals and targets of monetary policy. Students are introduced to a thorough survey of risk management (forward contracts, financial futures, options, and swaps). **Prerequisites:** BU 210 and BU 337.

**BU 455 Financial Economics (3)**

This course equips students with a thorough understanding of the interplay between basic concepts of Economics and Finance. Step by step, students learn how the theory of efficiently functioning competitive markets for goods and services (Economics) lay the ground for the theory of informationally efficient capital markets, how concepts of opportunity cost and risk aversion (Economics) underlie the concept of risk premium in return on risky assets, and so on. The course explains how modern financial diversification of assets reduces the systematic risk. The course reviews Option Pricing, Debt and Deposit Contracts, and Venture (Entrepreneurial) Capital. **Prerequisites:** BU 337, BU 338, BU 431, BU 440, BU 452, or by permission of the instructor.

**BU 460 Entrepreneurship and Small Business Management (3)**

This course examines entrepreneurship as a process, the entrepreneurial mindset and environments. The nature of emergent businesses and how they get started is examined. Students consider rapidly growing companies, including planning requirements and strategies to grow a small business. Small business marketing and process management techniques are addressed. Students discuss and practice entrepreneurial skills, developing a business plan to launch and operate a start-up business. **Prerequisites:** BU 212, BU 260 and CS 219.

**BU 465 Managerial Epidemiology (3)**

An introduction to epidemiology and overview of epidemiological concepts and tools to improve health services management, emphasizing increased focus on population and community health, and the impact of disease on service area populations. This course examines infectious disease epidemiology, morbidity, planning and needs assessment, risk evaluation and adjustment, with analysis of financial implications and best practices in leadership, evidence-based medicine and management, and communication. Specific diseases considered and analyzed include cardiovascular disease, HIV, influenza, and dementia.

**BU 470 Human Resource Management (3)**

Focuses on organizational structure, employment policies and selecting, performance appraisal, training and development, motivation, morale, discipline and grievance handling, financial compensation, health and safety and ethics in personnel. **Prerequisite:** BU 260.

**BU 471 Marketing Management (3)**

Examines marketing strategies in light of uncontrollable environmental factors such as cultural, economic, competitive and governmental influences and how these interact with controllable variables such as product, distribution, pricing and promotion. Students develop a marketing plan and marketing decision making using the case method approach. **For Marketing majors only. Prerequisites:** BU 221, BU 337, BU 347, BU 360, BU 416 and BU 425.

**BU 472 Legal Aspects of Human Resource Management (3)**

This course overviews many of the legal aspects of the employer-employee relationship, including current federal laws applying to selecting, testing, compensating, promoting, and terminating employees, employment discrimination, employee benefits, and employee workplace issues. Best practices in human resource compliance will be featured, with emphasis on New Jersey laws impacting the workplace, including the New Jersey Law Against Discrimination.

**BU 485 Leadership & Organizational Change in Healthcare (3)**

This capstone course will prepare students to become leaders in their dynamic healthcare environment. The course investigates change process and analyzes the impact of effective leadership on change management and how organizational structure impacts change. Students will review their progress in the Healthcare Administration program through the leadership lens and gain insight into their own leadership and change management skills. **Prerequisite:** Senior Status, BU 487.

**BU 487/489 Internship (2-3)**

Integrates classroom study with a specific, planned period of supervised learning through paid or unpaid work experience related to the student's career goals.

**BU 491 Travel Experience International Business (3)**

Offers qualified students the opportunity to travel to international destinations. Locations will include a business enriching experience along with a supportive academic assignment.

**BU 499 Independent Study (3)**

Offers qualified students the opportunity to pursue independent study in selected areas under the guidance of individual teachers. **By permission.**

**COMPUTER SYSTEMS****CS 115 Essential Computer Skills (3)**

Introduces the concepts of computer technology through an understanding of computer functioning, capabilities, and terminology. Considers the impact of computers on society and their diverse applications. Includes *hands-on experience* in Windows, *word-processing*, spreadsheets, presentation management, database management, and *Internet research*.

**CS 195 Computer Programming I (3)**

Introduces problem solving and algorithm development using a high-level programming language. Topics include program design, coding, testing, debugging and documentation, and procedural and data abstraction.

**Prerequisite:** CS 115 or waiver.

**CS 196 Computer Programming II (3)**

Continues the development of a disciplined approach to problem solving and algorithm development using a high-level programming language. Topics include classes, arrays, GUI I/O recursion and applets. Sorting and searching algorithms are introduced. **Prerequisite:** CS 195.

**CS 219 Business Spreadsheet Applications (3)**

Introduces the concepts of spreadsheet modeling used for decision-making and business management. Professionally styled worksheets are developed using the latest spreadsheet features of formatting, graphing, list processing, multi-variables, solving complex business problems and macro development. **Prerequisite:**

**CS 115 or waiver and core math requirement.**

**Online Section Available**

**CS 225 Operating Systems (3)**

This course provides a theoretical introduction and a hands-on experiential learning of today's operating systems used in personal computers and servers. The course explores Windows, Unix and Linux and tools used by administrators and users in managing these systems. Included is instruction for configuring, implementing and managing network and internet resources and services. **Prerequisite:** CS 115 or waiver.

**CS 230 Emerging Technologies—Web Page Design (3)**

Focuses on evolving trends in global communication. Concentrates on developing web pages using formatted text, tables, image maps, graphics and frames in basic HTML, and Active Server Pages are introduced. Individual web design projects are developed.

**Prerequisite:** CS 115 or waiver.

**CS Responsible Technology in a Digital Society (3)**

The rise of digital technologies has changed culture and values in society. In turn, this has created significant areas of risk in the ethical use of technology. This course will focus on the ethical dilemmas that exist between humans, technology, and information. Students will examine the responsible use of technology by businesses and individuals and how it relates to their own responsibilities as digital citizens. The main objective for this course is to provide a modern ethical perspective on the infusion of technology into our everyday lives.

**CS 238 E-Commerce (3)**

This course will examine the evolution of data communications as a tool for commercial transactions. The history of networks and the Internet in transacting business will be reviewed. The marketing, financial and technical components of the e-commerce market will be examined so that students will be familiar with the motivations and operations of this rapidly growing worldwide marketplace. E-commerce will be analyzed as the primary facilitator in the globalization of the world economy. The technical aspects of planning, developing and implementing e-commerce web sites and electronic transfers of business transactions will be studied. The costs and benefits of typical E-commerce technical platforms using Windows and Linux (LAMP) web servers will be analyzed. **Prerequisite:** CS 115 or waiver.

**CS 240 Windows Programming (3)**

This course provides an introduction to the development of software applications with a graphical user interface that can be deployed on a Windows or Web platform. Using Visual Basic and the .Net environment, students will learn to design, code, debug and test structured, event-driven computer and web applications. Course concepts include objects, properties, methods, events, forms, menus, loops, control structure, arrays, functions, procedures and active server pages. **Prerequisite:** CS 195.

**CS 260 Data Management Systems (3)**

This course introduces the student to the logical and physical development of contemporary databases, with particular emphasis on the relational database model. Topics include types of databases, major data models, database design procedures, and normal forms. Hands-on experience illustrates the creation, maintenance, and reporting of business databases using SQL. **Prerequisites:** CS 219 and CS 195.

**CS 285 Fundamentals of MIS (3)**

The course will teach students about the use of computers and business data networks to solve management and corporate problems. The course examines the components and concepts of management information systems in managing information in business environments. The evolution and future direction of current corporate and institutional computing environments will be analyzed. The impact of emerging e-commerce marketplaces on corporate strategies and infrastructure will also be examined. The ways in which businesses develop or procure information technology resources and systems will be discussed. Case studies will be used for illustrate key concepts in systems development, implementation and management. In addition, students will learn how businesses manage and protect critical information and data. **Prerequisite:** CS 115 or waiver and CS 219. **Online Section Available**



**CS 310 Healthcare Information Systems (3)**

An overview of the knowledge necessary to understand HIT (healthcare information technology) and develop skills in HIT management, including topics in hardware, software, and communication systems; operational, management, and clinical applications; and selection, implementation, and valuation. The importance of HIT strategic alignment is evaluated and emphasized in the rapidly-changing economic, political, regulatory, and technological arenas of today's healthcare industry, with specific application to networks, security, health records, administrative and financial systems, project portfolio management, and strategic competitive advantage.

**CS 315 Elements of Systems Analysis (4)**

This course presents an overview of the systems development life cycle. Emphasis is placed on current systems analysis, computer aided software engineering tools, process and data flows, table relationships, I/O design, program specifications, and systems implementation.

**Prerequisites:** CS 260 and junior or senior status.

**CS 320 Networking and Communications (3)**

This course analyzes the theory, design, implementation and maintenance of current business voice and data networks. Topics include networking hardware, topologies, protocols, complex voice and data networks and using the Internet to transact business. The course includes lectures, hands-on projects, case studies and financial analyses of business networks. A lab is provided where the student can install system hardware and software, and administer and support network operations. **Prerequisite:** CS 225.

**CS 327 Internet and Enterprise Security (3)**

This course explains the concepts and techniques related to application, network, and operating system security, and methods for testing security. Both Microsoft Windows and UNIX are covered, providing a broad range of information essential for the Web professional. **Prerequisite:** CS 320.

**CS 334 Computer Forensics I (3)**

The growth of the Internet and wide use of computers has increased the need for computer investigations. This course examines methods for conducting computer investigations in the investigators laboratory. Current forensic tools are examined and applied to the control of digital evidence on various operating systems.

**Prerequisite:** CS 225.

**CS 340 Introduction to Data Science and Data Analytics (3)**

This course will instruct students how to use computer systems to analyze large datasets in order to gain useful insights, develop forecasts and make predictions. The course introduces several key aspects of data investigation: collection and organization, cleaning for efficiency and integrity, sampling, visual analysis, hypothesis generation, statistical testing and machine learning. Students will learn how to obtain information and transform it into a data set residing in a large database system for quick and reliable access and analysis. Students will also learn exploratory data analysis, visual and numerical, to gain understanding of the relationships, patterns and trends in the data. In addition, students will learn to use machine learning and analysis techniques for data sets that are too large for traditional statistical analysis. The emphasis of the course will be on applied techniques of data analysis for business or social science decision making. The course will utilize widely used, open source software such as Python, MySQL or "R" (statistical package.) **Prerequisite:** MA 207 or PS 208 or BU 305

**CS 344 Computer Forensics II (3)**

This course discusses the acquisition and analysis of data as well as image recovery tools, data compression and the restoring of graphical objects. Included are network forensic tools and the examination of E-mail crimes and violations.

**Prerequisite:** CS 334.

**CS 348 Data Security and Disaster Recovery (3)**

This course examines real-world applications of database security and auditing models. These concepts are integrated with planning, organizing and implementing disaster recovery procedures as applied to business data systems.

**Prerequisite:** CS 260.

**CS 355 Web Applications (3)**

The focus of this course will be on developing Web applications that deliver dynamic content to a Web site by providing for interactivity through server side programming. Students will develop multi-tier Web applications which connect to back-end databases. **Prerequisites:** CS 230, CS 240 and CS 260.

**CS 360 Developing Applications for Mobile Devices (3)**

This course will provide instruction for developing and deploying applications for mobile devices that use the Android or iOS, the two most popular platforms. The focus of the projects will be applications that support business or institutional requirements. Students will develop applications that are part of Web services and "native" applications that function on the devices alone.

**Prerequisites:** CS 230 and CS 195.

**CS 405 Data Analysis in Healthcare (3)**

As one of the most data-intensive industries in the United States, healthcare managers are challenged to collect, access, assimilate, analyze, use, and keep safe ever-increasing data. Special emphasis on using data analytics to integrate information for strategic decision-making to achieve organizational objectives, as well as enhancing healthcare delivery (medical decision-making, risk management, and assessing quality of patient care).

**CS 440 Operations Research and Production Management (3)**

An introduction to quantitative methods for production management. Topics include probability concepts, decision making under uncertainty, inventory models, queuing theory, operational processes, process design, facilities layout, forecasting, production and quality control. **Prerequisites:** CS 219 and BU 305.

**CS 487/489 Internship (2-3)**

Provides for the integration of classroom study with a specific, planned period of supervised learning through paid or unpaid work experience related to the student's career goals. **Prerequisite:** Departmental approval.

**CS 499 Independent Study**

Offers qualified students the opportunity to pursue independent, in-depth research in selected areas under the guidance of a member of the faculty. Limited to junior and senior Computer Information Systems majors. **Prerequisite:** Departmental approval.

## CHAired BY ROBERT MANN, M.A.

This program is unique in the tri-state area due to its emphasis on broadcast journalism and radio/television performance. The curriculum also includes communication theory, film history, film theory and production as well as TV production techniques. The program is enhanced by the availability of the campus-wide cable television system which allows students to broadcast their work to an audience.

### Requirements for a Communication and Media Studies Major

DEGREE: Bachelor of Arts

Liberal Arts Core (see page 38) .....	49 credits
Communication and Media Studies .....	33 credits
Open Electives .....	38 credits
Total .....	120 credits

#### MAJOR CORE (12 CREDITS)

- CO 201 Contemporary Mass Media
- CO 275 Broadcast Journalism
- CO/SO 312 Media and Society
- CO 420 Senior Media Seminar (serves as Outcomes Assessment)

CO 201 is a prerequisite for all practical Communication and Media Studies courses. It is not a prerequisite for "theory" classes. It is strongly urged that Communication and Media Studies majors take this as a first course.

#### PERFORMANCE COURSES – Must take two of the following:

- CO 280 Advanced Communication Skills
- CO 325 Television and Digital Journalism (can also count as Department Elective)
- CO 350 Radio Broadcasting and Podcasting

#### TECHNICAL/PRODUCTION – Must take both of the following:

- CO 210 Television Production
- CO 310 Video Editing

#### THEORY – Choose two of the following:

- CO 250 Film History: Theory and Criticism
- CO 260 Film Genres
- CO 305 Television Show Genres
- CO 314 Seminar in Contemporary Cinema
- CO 340 The Director as Auteur

#### ELECTIVE (3 credits)

Take any one of the following department electives:

- CO 325 Television and Digital Journalism (can also count as Performance Course)
- CO 315 Advanced Video Editing
- CO 355 Digital Filmmaking
- CO 380 Advanced Video Techniques
- CO 402 Screenwriting

Independent Studies and Internships may be substituted for any course in the major other than the four major core courses.

**Requirements for a Communication and Media Studies Minor**

A total of 18 credits within the department is required for a Communication and Media Studies Minor. Students must take CO 201 Contemporary Mass Media, CO 275 Broadcast Journalism, CO 312/SO 312 Media and Society, and three other courses in communication and media studies. The department's two core courses CO 230 Communication Skills and CO 240 Media Literacy can count toward the minor.

Students must attain a minimum grade of C in all courses applied to the Communication and Media Studies Minor.

**STATEMENT OF OUTCOMES ASSESSMENTS**

All graduating seniors seeking a B.A. in Communication and Media Studies must take the "capstone course" entitled CO 420 Senior Media Seminar in the fall of their final year. As in all major courses, a grade of "C" or better must be attained for the course to count toward the major.

## COURSE DESCRIPTIONS

### CO 201 Contemporary Mass Media (3)

This course provides both a practical and a theoretical introduction to Communication and Media Studies. This course is a prerequisite for all performance and production courses in the Department. Non-majors are encouraged to take this course as a free elective.

### CO 210 Television Production (3)

Introduces students to the television studio experience. Practical instruction through hands-on experience with television cameras, audio equipment, studio recording techniques and operation of the special effects switcher in the campus television studio. **Prerequisite:** CO 201.

### CO 230 Communication Skills (Foundational Core and Minor Only) (3)

Proper communication skills are an absolute necessity in today's world. Students will gain experience, understanding, and an appreciation for the dynamic nature of the communication process in both formal and informal settings. This class will cover such topics as the study of interpersonal communications, listening techniques, and intercultural and gender communication skills. Students will prepare and deliver oral presentations which include the study of audience characteristics, research preparation skills, quality message composition, compelling content, and effective delivery.

### CO 250 Film History: Theory and Criticism (3)

An examination of the history of film and the theory of film, how images are assembled to form the language of film. Beginning with the earliest silent pictures the course will examine selected key films, from D.W. Griffith through early "talkies" to contemporary films, including both Hollywood and foreign language films. In addition the business of the motion picture industry will be examined with its influence on creative theories of film, as well as the role of digital imaging and its effect on film language.

### CO 260 Film Genres (3)

This course examines the role of various genres in film analysis. Narrative structure, visual devices, and social history will be discussed.

### CO 275 Broadcast Journalism (3)

An intensive introduction to radio and television journalism techniques. The history, ethics and social impact of broadcast news are also covered. **Prerequisite:** CO 201.

### CO 301 Advanced Communication Skills (3)

This course expands upon the content of CO 230. Key elements include extemporaneous and impromptu speaking, broadcast performance and small-group communication. It can be used by majors to fulfill one of the courses in the performance cluster. **Prerequisite:** CO 230.

### CO 305 Television Show Genres (3)

This course covers the art and business of television programs. Programming strategy, TV history, creative elements of various program genres and financial aspects of television are key elements.

### CO 310 Video Editing (3)

Introduces the techniques of basic video editing. The course will include heavy emphasis on hands-on projects using both the university's videotape editing system and 12 digital video non-linear editing stations. Projects include news stories, music videos, short documentaries, commercials and individual dramatic projects. **Prerequisite:** CO 201.

### CO 312/SO 312 Media and Society (3)

Examines the powerful role played by the media in American and world societies. Topics include television and politics, stereotypes in movies and violence in television programming.

### CO 311 Media Literacy (Enriched Core and Minor Only) (3)

The course is designed to show students specifically how media can manipulate the message to achieve its desired effect on the audience. It does not intend to teach students what to choose but rather how to choose. It will provide students with the tools they need in order to deliberate the moral and ethical implications when they view items on the internet, in the movie theaters; select for consumption among books, plays, and newspapers, TV shows and other mass media.

### CO 314 Seminar in Contemporary Cinema (3)

This course, taught on Saturday mornings in New York City, offers students the opportunity to screen new films before their theatrical release. Additionally, students discuss the film with the instructor and have the opportunity to ask questions of writers, directors and stars associated with the films.

### CO 315 Advanced Video Editing (3)

The course will continue and expand on the material presented in CO 310 Video Editing, and will be a further examination of the theory and practice of digital image assembly and manipulation. Students will explore the hardware and software of digital editing and proper use of special effects, filters and motion control, as well as understanding and employing elements of narrative and non-narrative editing strategies including rhythm, pacing, point-of-view, screen direction, and emotional impact. **Prerequisite:** CO 310.

### CO 325 Television and Digital Journalism (3)

This course explores the multimedia aspects of journalism. The primary focus is television news performance, writing, reporting and production. The course also allows students to showcase their work in an Internet "new media" venue. **Prerequisites:** CO 201 Contemporary Mass Media and CO 275 Broadcast Journalism.

### CO 340 Director as Auteur (3)

This course is an examination of the Auteur Theory of filmmaking. Is the director the true "author" of the film? How does the director's role vary in such diverse environments as the Hollywood film factory and studio heyday, to the current Hollywood system and independents and low-budget feature production?

### CO 350 Radio Broadcasting and Podcasting (3)

Students learn the basic elements of radio performance and production. In addition, the history of the medium, business practices, and programming methods are explained in detail. **Prerequisite:** CO 201.

### CO 355 Digital Filmmaking (Winter Session Only) (3)

Digital Filmmaking will strengthen the students' ability to create meaningful, carefully crafted and technically proficient short films. The course will focus on creation and implementation of story ideas, extensive pre-production development, production modes and strategies, and post-production planning and options. Students will examine accepted classic films for creative methodologies and technical stylistics.

### CO 402 Screenwriting (3)

This course will focus on the process and craft of screenwriting by examining story structure, dialogue, character development, and cinematic methods. We will examine the conventions of Hollywood film and the divergency of independents, and how final markets can dictate screenwriting methodology. Students will examine various scripts of notable films for content and style, and create short screenplays of their own.

### CO 420 Senior Media Seminar (3)

This course serves as outcomes assessment for graduating Communication and Media Studies majors. Students produce a weekly television show about current controversial media issues. **Senior status. This course requires that advisor verify student has taken the proper communication courses to qualify for the Outcomes Assessment experience.**

### CO 487 Field Internship (2)

Places qualified students in media-related work situations to gain field experience. Placement in radio and television stations and media centers of business and industry provides application of skills under professional supervision. **Prerequisite:** CO 201.

### CO 489 Field Internship (3)

Places qualified students in media-related work situations to gain field experience. Placement in radio and television stations and media centers of business and industry provides application of skills under professional supervision. **Prerequisite:** CO 201.

### CO 499 Independent Study (3)

Offers qualified students the opportunity to pursue independent study in selected areas under the guidance of individual teachers. By permission. **Prerequisite:** CO 201.

## JOAN MORIARTY, INTERIM ASSOCIATE DEAN, Ed.D.

The Division of Education offers a B.A. in Elementary Education and a B.A. in Secondary Education.

Students seeking admission to the Division of Education must declare a first major in art, biology, English, mathematics, music, psychology, social studies, or Spanish and a second major in elementary or secondary education.

Please refer to <http://www.caldwell.edu/academics/academic-departments/department-of-education> for current NJ Dept. of Education regulations

### **Undergraduate Requirements for Elementary/Secondary Education Majors**

#### **DEGREE: Bachelor of Arts**

Liberal Arts Core .....	43-49 credits
Education Program .....	at least 30 credits
Selected Liberal Arts/Science Major .....	at least 30 credits
Electives .....	0-18 credits
Total (varies by program) .....	at least 120 credits

#### **B.A. in Elementary Education (K-6 Certification)**

- ED 206 Philosophical and Historical Foundations of American Education and School Curriculum
- ED 331 Introduction of Education of the Exceptional Child
- ED 340 Teaching Reading/Language Arts, Elementary
- ED 447 Instructional Technology
- ED 448E Instructional Design I: Methods of Teaching Elementary School Mathematics
- ED 449E Instructional Design II: Methods of Teaching Elementary Social Studies and Science
- ED 470 Student Teaching
- ED 475 Student Teaching Seminar

***Students must pass the appropriate Praxis before Student Teaching.***

#### **B.A. in Secondary Education (K-12 Certification)**

- ED 206 Philosophical and Historical Foundations of American Education and School Curriculum
- ED 331 Introduction to Education of the Exceptional Child
- ED 348 Secondary Content Area Learning and Literacy
- ED 447 Instructional Technology
- ED 448S Instructional Design I
- ED 449S Instructional Design II
- ED 470 Student Teaching
- ED 475 Student Teaching Seminar

***Students must pass the appropriate Praxis before Student Teaching.***

## **Additional Endorsements**

### **Teacher of Preschool through Grade Three (PreK-3)**

### **Elementary School with Subject Matter Specialization (Grades 5-8)**

#### **K-6 requirements**

- ED 332 Methods in Early Childhood Education
- ED 333 Curriculum in Early Childhood Education
- ED 348 Secondary Content Area Learning & Literacy
- PS 216 Adolescent Psychology

*Plus content area courses specified by the following department (English, History, Math and Science).*

***Students must pass the appropriate Praxis before Student Teaching.***

**Note:** The university does not ensure that the student will complete these requirements in a four-year sequence.

**Teacher of Students with Disabilities (TOSD)****K-6 or K12 requirements**

- ED 351 Assessment Issues
- ED 360 Behavior Management Strategies/Inclusive & Self-Contained Classroom
- ED 380 Specialized Instruction in Reading
- ED 460 Inclusive Practices

**Admission Requirements**

First semester sophomores may enroll in ED 206 Historical & Philosophical Foundations of American Education & School Curriculum if they have a cumulative GPA of 2.75 or higher. The admission process into the Education program includes an interview, a writing sample, a letter of recommendation and a cumulative GPA of 3.0 or higher after completing course ED 206 Philosophical & Historical Foundations of American Education & School Curriculum.

**Field Experience and Student Teaching**

Students must submit a field placement form for every education course that has required field experiences for successful completion of the course. The field placement forms must be submitted by **February 15** for fall semester placement and by **September 15** for spring semester placement. Failure to follow this procedure will delay program completion. All education majors must pass the required Praxis prior to student teaching.

**Retention**

**Students must maintain a cumulative GPA of 3.0 or higher.** In addition, students are required to demonstrate continued competency, aptitude, motivation, and potential for outstanding success in teaching as indicated through continuous outcome assessments implemented throughout the program. All education majors must achieve a grade of **B–** or above in all their education courses.

Any student who does not achieve the level of competency necessary to continue in the program is placed on a semester of probation. During this probationary period, the student is prohibited from taking any courses in education. Based on the successful remediation of the student's GPA by the conclusion of this trial period, the student's status will be reassessed. The student is permitted only one semester of probation.

**Double Major in Education and Psychology**

There is an option for elementary education majors (K-6) who are earning their special education certification ("Teacher of Students with Disabilities Endorsement") to also double major in psychology with an early childhood specialization. This option fulfills the P-3 Teaching Endorsement while allowing the student to earn a B.A. in Psychology instead of a content major (e.g., social studies, math, English, etc). Students interested in this double major should first meet with their advisor in education to discuss the details and course requirements of this option prior to declaring the second major in psychology.

**Psychology Requirements for Double Major in Elementary (K-6) Education (with Teacher of Students with Disabilities Endorsement and P-3 Endorsement) and Psychology (Early Childhood Specialization) (36 credits)**

**Required Classes for Psychology Major (21 credits):**

- PS 150 General Psychology I
- PS 207 General Psychology II
- PS 208 Psychological Statistics
- PS 232 Psychology of Personality
- PS 309 Psychopathology
- PS 325 Philosophical and Historical Trends in Psychology
- PS 402 Experimental Psychology



### **Additional Required Courses for Elementary Education (P-3 Endorsement) and Psychology Elective Courses (9 credits):**

- ED 332 Methods of Early Childhood Education
- ED 333 Curriculum in Early Childhood Education
- ED 209 Prenatal Infant Psychology

### **Additional Psychology Elective Courses (choose any 2 of the following courses for 6 credits):**

- PS 210 Child Psychopathology
- PS 275 Overview of Autism
- PS 312 Applied Behavior Analysis
- PS 328 Psychology of Learning

## **Combined B.A./M.A. Program**

### **(Must maintain a 3.0 cumulative GPA to remain in this program)**

The purpose of this program is to allow students to complete their course of study over a five-year period, and at the end of that five-year period leave Caldwell University with a bachelor's degree in their chosen major (e.g. biology, mathematics), elementary education K-6 certification or K-12 teaching certification in their major, and an M.A. in Curriculum and Instruction admission requirements.

The coursework focuses in three main areas of study:

1. The core curriculum
2. The content area or subject matter major (e.g. biology, mathematics, English and social studies)
3. Education coursework leading to a teaching credential and graduate degree

### **Admission Requirements**

Students applying to Caldwell University can also apply to the Five-year Combined B.A./M.A. program. These students must have a cumulative high school GPA of 3.50 and SAT scores of 1050 (on verbal and math sections). Students will begin this program first semester freshman year. For transfer students who wish to enter the program, they must have a cumulative high school GPA of 3.50, SAT scores of 1050 (on verbal and math sections only), and a cumulative college GPA of 3.50. This program may take longer for transfer students. All students must maintain a cumulative GPA of 3.0 to remain in the program.

### **Undergraduate Education Courses**

- ED 206 Philosophical & Historical Foundations of Education
- ED 331 Introduction to Education of the Exceptional Child
- ED 340 Teaching Reading/Language Arts, Elementary
- ED 348 Secondary Content Area Learning and Literacy
- ED 470 Student Teaching
- ED 475 Student Teaching Seminar

### **Graduate Education Courses Leading to the M.A. in Curriculum and Instruction**

- \*ED 447 Instructional Technology
- \*ED 448E Instructional Design I: Methods of Teaching Elementary School Mathematics
- OR
- \*ED 448S Instructional Design I: Methods of Teaching Secondary Education
- \*ED 449E Instructional Design II: Methods of Teaching Elementary Social Studies and Science
- OR
- \*ED 449S Instructional Design II: Methods of Teaching Secondary Education
- ED 590 Curriculum in Multicultural Society

- ED 599 Integrating Technology into Curriculum and Instruction
- ED 598 Strategies for Curriculum Change and Development
- ED 610 Educational Research I
- ED 611 Educational Research II
- ED 580 Models of Teaching and Instruction
- ED 575 Ethics, Education, and Society
- Electives – 6 credits in Graduate Education courses.

### **Subject specific course work at the graduate level**

\*For students in this program, these three courses will be considered graduate level, and, therefore, will be expected to complete additional assignments.

## **STATEMENT OF OUTCOMES ASSESSMENT**

### **(Student Teaching – 15 weeks)**

Prior to admission into student teaching (courses ED 470 & ED 475), all students must have a cumulative GPA of 3.0 or higher. Students must achieve a passing score on the appropriate Praxis examination and demonstrate successful acquisition of Caldwell University Teacher Education Accreditation Council (TEAC) claims. The NJPTS standards for Teacher Baccalaureate Pre-Service Programs are required to complete student teaching. The culminating field experience requirement in student teaching is placement in an approved school setting under the supervision of a cooperating teacher and a university supervisor. A formal application must be submitted to the Director of Field Placement according to the guidelines established by the Division of Education. No additional courses will be allowed during student teaching.

### **Specialized Alternate Route for Preschool Through Grade Three Post Baccalaureate Program. This P-3 Program is for Holders of the Certificate of Eligibility (18 Credits)**

- PS 209 Prenatal and Infant Psychology (early childhood and elementary education students)
- PS 211 Child Psychology
- ED 331 Introduction to Education of the Exceptional Child (field component)
- ED 332 Methods of Early Childhood Education (field component)
- ED 333 Curriculum in Early Childhood Education (field component)
- ED 340 Teaching Reading/Language Arts, Elementary

## **School Nurse Certification Programs**

### **School Nurse Certification**

The Division of Education offers a school nurse program that leads to the School Nurse Certificate Endorsement, or the Non-instructional School Nurse Endorsement. The School Nurse Certificate Endorsement qualifies the holder to perform nursing services and to teach in areas related to health in public schools in grades preschool through twelve.

### **SCHOOL NURSE (INSTRUCTIONAL)**

To be eligible for the School Nurse (Instructional) Standard, you must complete all of the following:

- A bachelor's degree is required.
- A current New Jersey registered professional nurse license by the NJ State Board of Nursing is required
- A current CPR (cardiopulmonary resuscitation) and an AED (automated external defibrillator) certificate(s) is required.
- At least 21 semester hour credits of required study

**Select one of the following behavioral/social sciences and recommended sociology courses (3 credits)**

- PS 211 Child Psychology
- PS 216 Adolescent Psychology
- SO 231 Sociology of Poverty
- SO 323 Sociology of Racial and Culture Groups
- SO 343 Sociology of Education
- SO 474 Contemporary Social Problems
- SO 476 Urban Sociology

**Professional Sequence (18 credits)**

- PS 313 Counseling Psychology
- ED 331 Introduction to Education of the Exceptional Child (20-hour field component)
- ED 409 Methods of Teaching Health
- ED 451 School Nursing I (30 hour field requirement)
- ED 453 Public Health
- ED 455 School Nursing II (30 hour field requirement)

The School Nurse program adheres to the sequential requirements of School Nurse proficiencies. Advisement, approval, and maintenance of a 3.0 GPA are necessary for retention in the program.

School nurses must work with a NJ State Certified school nurse for all clinical hours.

**Non-Instructional School Nurse**

The School Nurse Non-instructional Endorsement qualifies the holder to perform nursing services in the public school setting in grades preschool through twelve. **This certification does not authorize the holder to teach in areas related to health.**

**NON-INSTRUCTIONAL SCHOOL NURSE**

To be eligible for the School Nurse (Non-Instructional) Standard, you must complete all of the following:

- A bachelors degree is required.
- A current New Jersey registered professional nurse license by the NJ State Board of Nursing is required.
- A current CPR (cardiopulmonary resuscitation) and an AED (automated external defibrillator) certificate(s) is required.
- At least 15 semester hour credits of required study.

**Professional Sequence (15 credits)**

- PS 313 Counseling Psychology
- ED 331 Introduction to Education of the Exceptional Child
- ED 451 School Nursing I (30 hour field requirement)
- ED 453 Public Health
- ED 455 School Nursing II (30 hour field requirement)

The School Nurse program adheres to the sequential requirements of School Nurse proficiencies. Advisement, approval, and maintenance of a 3.0 GPA are necessary for retention in the program. School nurses must work with a NJ State Certified school nurse for all clinical hours.

Please refer to <http://www.caldwell.edu/academics/academic-departments/departments-of-education> for current NJ Dept. of Education regulations.

## COURSE DESCRIPTIONS

**NOTE: LiveText is a Web-based software program that is required for all education majors (undergraduate and graduate) and will be used in each of the courses for various assignments and assessments.**

### **ED 206 Philosophical & Historical Foundations of American Education & School Curriculum (3)**

This course deals with the leading historical, legal, technological, and philosophical theories in regular and special education. It is designed to help students acquire a better understanding and workable knowledge of how best to identify, develop, implement, and evaluate the essential components of curriculum. **Field requirement: 9 hours.**

### **ED 331 Introduction to the Education of Exceptional Children (3)**

This course will prepare classroom teachers to effectively teach the range of students found in today's classrooms including students with disabilities, gifted students, at-risk students, and students who are culturally and linguistically diverse. Students will become aware of departments and agencies within and outside the school district that assist in meeting the needs of exceptional students. Students will understand the uses of technology with special needs students. **Field requirement: 25 hours. Nursing students field requirement: 20 hours. Prerequisite: ED 206.**

### **ED 332 Methods in Early Childhood Education (3)**

Students will gain an appreciation of the importance of a diverse learning environment that enhances the unique talents of each child. This course will prepare students to design an integrated curriculum that addresses the typical and atypical child. Students will study various methods of curriculum and instruction including small group, whole group, cooperative learning, collaboration, learning centers and modifications for "Inclusive" practices or self-contained special education programs. **Field requirement: 12 hours. Prerequisite: ED 206.**

### **ED 333 Curriculum in Early Childhood Education (3)**

This course will explore the foundation of early childhood education from an historical perspective. Students will gain an understanding of the importance of creating a developmentally appropriate environment for children from birth through age eight that supports children's diversity and a broad range of learning styles. Emphasis will be on utilizing core curriculum standards that support a multisensory, child centered approach with accepted traditional methods. **Field requirement: 12 hours. Prerequisite: ED 206.**

### **ED 340 Teaching Reading/Language Arts, Elementary (3)**

This course provides students with knowledge of theories of the reading and writing processes, as well as strategies for effectively teaching all aspects of language arts to children in grades pre-K through five. Essentials of language arts instruction, such as emergent literacy, phonics, vocabulary, comprehension, writing, and content area literacy will be explored in depth. Students will gain an understanding of lesson planning, instruction, and assessment for all learners in the early childhood and elementary classrooms. The mandatory 40-hour field experience will provide students opportunities to observe literacy instruction in an elementary classroom. **Field requirement: 40 hours. Prerequisites: ED 206, ED 331 and ED 447.**

### **ED 348 Secondary Content Area Learning and Literacy (3)**

This course provides students with knowledge of reading and writing in the content areas and approaches to content area instruction, as well as strategies for integrating the teaching of content with the teaching of language arts. Emphasis will be on ways to design effective, meaningful instruction that engages learners in content while building their reading and writing skills. Students will gain an understanding of lesson planning, instruction, and assessment for all learners in content area classrooms in middle and high school. The mandatory 40-hour field experience will provide students opportunities to observe instruction in a content area classroom. **Field requirement: 40 hours. Prerequisites: ED 206, ED 331 and ED 447.**

### **ED 351 Assessment Issues (3)**

Students will develop an understanding of all types of assessments related to special education students including instruments used to determine eligibility for special education and assessment measures used in classroom situations to diagnose academic and behavioral difficulties. Students will learn to measure progress through ongoing assessment. Students will also learn assessment techniques for transition planning in order to determine the appropriate long term plan for students aging out of special education. Assessment techniques included in this course are tests of ability and achievement, rating scales, surveys and observations. **Field requirement: 12 hours.**

**ED 360 Behavior Management Strategies for Inclusive and Self-Contained Classrooms (3)**

This course teaches future special education teachers to create effective learning environments for students. Strategies to individualize instruction in academic skills, social skills, independent and self-help skills, self-management and appropriate classroom behavior will be investigated. Students who experience behavior problems that affect their learning and the learning of others will learn effective behavior management strategies to create positive classroom environments. **Field requirement: 25 hours.**

**ED 380 Specialized Instruction in Reading (3)**

This course will focus on developing an understanding of how to implement effective, scientifically-based reading programs and strategies for students with special needs. Students will learn to differentiate instruction and materials based on individual needs. Emphasis will be placed on appraising a student's reading difficulties and then developing and implementing a unique program for each learning disabled student and then measuring the effectiveness of the program on an ongoing basis in order to track progress. **Field requirement: 12 hours. Prerequisites: ED 331, ED 340, or ED 348.**

**ED 409 Methods of Teaching Health for School Nurses K-12 (3)**

This course deals with materials, methods and principles of teaching health for elementary and secondary instruction. This includes the preparation and implementation of micro-teaching appropriate to a unit on health instruction in either elementary or secondary education. **Prerequisites: ED 206, ED 331, ED 451 and ED 455.**

**ED 447 Instructional Technology (3)**

This course presents a framework for technology skills development by using a problem solving approach. New media and technologies will be used as tools for hands-on exploration and integration of curriculum based projects aligned with the NJCCS and TEAC outcome measures. The use of technology to approach content areas and meet the needs of diverse students will be emphasized, including adaptive devices for students with disabilities. Teacher candidates will evaluate their present skills and move along the continuum of stages of technology use from survival to mastery, then impact and finally, innovation. **Prerequisites: ED 206, ED 340 or ED 348.**

**ED 448E Instructional Design I: Methods of Teaching Elementary School Mathematics (3)**

This course is designed to provide an understanding of the concepts taught in elementary school mathematics. Techniques will be demonstrated to foster conceptual development in elementary school children. Mathematical concepts such as geometric thinking and algebraic thinking, and problem solving will also be explored. The essential elements of instruction, assessment, grouping strategies and effective questioning will be

illustrated to effectively plan instruction for diverse learners in mathematics. An overview of the elementary mathematics curriculum will also be provided. **Field requirement: 60 hours. Prerequisites: ED 331, ED 340 and ED 447.**

**ED 448S Instructional Design I: Methods of Teaching Secondary Education (3)**

This course will acquaint the secondary pre-service teacher with an opportunity to understand and implement the planning and instructional skills that will be necessary for teaching at the middle school level. The student will select subject matter for teaching from various middle school curricular materials and the N.J. Core Content Curriculum Standards. In addition, students will integrate the middle school philosophy into lesson planning and classroom management while demonstrating the need for differentiation and diversity. The student will also engage in the use of modern technology as an instructional resource. This course will begin to prepare the students with effective instructional and classroom management skills necessary for the Student Teaching Experience. **Field requirement: 60 hours. Prerequisites: ED 331, ED 348 and ED 447.**

**ED 449E Instructional Design II: Methods of Teaching Elementary Social Studies and Science (3)**

This course introduces students to the understanding, skills and accepted instructional strategies that will prepare them to effectively design and implement successful social studies and science instruction at the elementary level. The scientific inquiry process, as it applies to each of the disciplines, will be introduced and incorporated into required lesson and units plans of study. Students will become familiar with NJCCCS as they apply to each of these disciplines, and will incorporate discipline-specific forms of inquiry into lesson plans, unit plans and presentations. In addition, students will become familiar with and apply technology that fosters the goals of each of the disciplines under study. **Field requirement: 60 hours. Prerequisite: ED 448E.**

**ED 449S Instructional Design II: Methods of Teaching Secondary Education (3)**

This course will acquaint the secondary pre-service teacher with the skills vital to preparing, presenting, and organizing effective lessons while maintaining a well-managed and appropriately disciplined secondary classroom setting. Students will prepare select subject matter for teaching from various high school curricular materials and the NJ Core Content Curriculum Standards. In addition, students will integrate an understanding of adolescence to design unit plans and address classroom management issues. Differentiation and diversity will be addressed through these activities. The student will also engage in the use of modern technology as an instructional resource. This course will prepare the student with effective instructional and classroom management skills that will be necessary for the Student Teaching Field requirement. **Field requirement (60 hours). Prerequisite: ED 448S.**

**ED 451 School Nursing I: Health Assessment, School Law and Services in Schools (3)**

This course explores the function and role of the nurse in the school health program and studies the organization, administration, and evaluation of health services at the elementary and secondary levels. It assists in developing a holistic approach in health assessment of students which includes health care needs, problems, concerns of youth, and screening procedures. Time is given to the study of school law as it pertains to the medically fragile child, the policy of inclusion and mainstreaming of students. It develops the competencies of school nurses in developing and implementing individual health care plans for exceptional children. **Field requirement: 30 hours.**

**ED 453 Public Health (3)**

This course analyzes school and community health fields, including an understanding of past and current problems and the responsibility of school and community to the prevention of health problems, including HIV/AIDS and substance abuse with suggested counseling techniques appropriate to the role of the school nurse. It assists school nurses in enabling students, staff, and families in utilizing available community resources in meeting health care needs.

**ED 455 School Nursing II: Health Assessment, School Law and Services in Schools (3)**

This course enables the school nurse to identify problems and plan solutions related to the total administrative program of health care. The coordination of school facilities with resources at the community, county, and state levels will be studied. Attention is paid to those factors which impede the educational progress of children, including suicide and child abuse. In addition, the problems of violence and teenage pregnancy will be discussed in light of school policies, conflict resolution, and the role of the school nurse. **Prerequisite: ED 451. Field requirement: 30 hours.**

**ED 460 Inclusive Practices (3)**

In this course, students will learn to create effective learning environments for students with disabilities in all settings. The course will introduce strategies for adapting materials, modifying curriculum and using assistive technology appropriately. Another focus of the course will be to develop the knowledge and skills needed for successful collaboration among special and general educators and parents, with particular emphasis on co-teaching methods in inclusive classrooms. **Prerequisite: ED 331. Field requirement: 12 hours.**

**ED 470 Student Teaching (9)**

This course gives students the opportunity to perform all of the various duties of the regular/special classroom teacher in a school for a full semester. Practice under the guidance of a master teacher and a university supervisor strengthens the induction process of the pre-service teacher candidate. **Departmental approval required, a 3.0 GPA, and a passing score on the appropriate Praxis exam are required. Testing fee required. Prerequisite: Completion of all education courses. Prerequisite: ED 449E or ED 449S. No additional courses will be allowed during student teaching except by a waiver from the Division of Education Associate Dean.**

**ED 475 Student Teaching Seminar (3)**

This course is a coordinating seminar for regular/special education student teachers. It focuses on the art and craft of the teacher as a professional and works to support the culminating experience of the teaching internship. **Division approval required. Prerequisite: ED 449E or ED 449S.**

*During student teaching, candidates teach full-time in designated schools under the direction of a master teacher and attend a weekly university seminar course. University supervisors are also assigned to support students during the student teaching experience.*

**STUDIES IN GRADUATE EDUCATION**

For more information on any graduate education course of study, please contact Caldwell University's Office of Graduate Studies for a *Graduate Catalog*.

**CHAired BY MARY ANN MILLER, Ph.D.**

The department offers a B.A. degree in English.

**Requirements for an English Major**

DEGREE: Bachelor of Arts	
Liberal Arts Core (see page 38).....	49 credits
English .....	30 credits
Open Electives.....	41 credits
Total .....	120 credits

**STUDENTS WHO MAJOR IN ENGLISH MUST COMPLETE:**

- EN 301 Masterpieces of Western Literature
- EN 306 English Literature
- EN 410 Capstone Seminar

**One of the following two:\***

- EN 305 American Literature
- EN 313 The American Novel

**One of the following two:**

- EN 401 Shakespeare: Plays of Politics
- EN 417 Shakespeare: Plays of Love

and a minimum of **five** additional courses 300-level and above.

Students may substitute the following 200-level courses:

- EN 207 Global Literature
- EN 221 Woman in Literature
- EN 226 Psychology in Literature
- EN 229 Literature and the Arts

**Students must attain a minimum grade of C in all courses applied to the English major.**

**\* Requirement for Secondary Certification:**

- EN 305 American Literature

**Requirements for Elementary School with Subject Matter Specialization Endorsement (Middle School):**

- EN 305 American Literature

**and one of the following:**

- EN 301 Masterpieces of Western Literature **OR**
- EN 306 English Literature

In addition to the required courses, students seeking middle school endorsement must choose three upper division English courses (300- or 400-level). Students may substitute the 200-level courses listed above.

**Requirements for an English Minor**

A minor in English consists of 18 credits in elective courses beyond the 6 credit core requirement. These six courses must be upper division courses (300- or 400-level), or a 200-level course from the list above may be substituted. Students must attain a grade of C or better in all courses applied to the English minor.



## STATEMENT OF OUTCOMES ASSESSMENT

As a final requirement for graduation, English majors are expected to write a comprehensive essay demonstrating their mastery of clear purposeful prose and the tools of literary analysis; the essay must integrate insights from several periods and genres in English, American, and world literature. A student whose comprehensive essay is judged inadequate by the English faculty will have the opportunity to retake the test. Students who do not complete this requirement will not be able to obtain a degree in English. Post-baccalaureate, second degree and alternate route students taking 30 credits in English do not need to take the comprehensive examination.

**Note:** Students must have a 2.0 grade point average in the major to take the examination.

## DRAMA

Students may earn a minor in Drama by taking a total of 18 credits from the following requirements and electives:

### **Required:**

- DR 102 Great Drama in Performance
- DR 103 Modern Drama in Performance
- DR 104 Shakespeare in Performance

### **Electives (students may choose any three):**

- EN 202 Introduction to Drama
- EN 307 Modern Drama
- EN 319 Writing the Self in Poetry & Prose
- EN 332 Modern Irish Drama
- EN 401 Shakespeare, Plays of Politics
- EN 417 Shakespeare, Plays of Love
- AH 350 Performance Art
- MU 212 Into the Woods: America's Musical Theatre
- SP 405 The Golden Age: Drama and Poetry

**Students may also fulfill their core requirement in Public Speaking by taking one of the required Drama in Performance courses above.**

## COURSE DESCRIPTIONS

### **EN 101 The Process of Writing (3)**

Offers intensive work in generating ideas, organization, style, and mechanics for the development of college-level writing. Admission by assignment. Does not fulfill core requirement in English. **Minimum grade of "C" required.**

### **EN 111 College Writing (3)**

A writing intensive course that develops students' college-level writing competence; writing is taught as a process that entails a series of revisions through the completion of several short assignments and longer expository essays. Includes preparation of a research paper and instruction in MLA style.

### **EN 202 Introduction to Drama (3)**

Studies eight plays representing the major stages in the development of drama from ancient ritual to contemporary commercial theater.

### **EN 207 Global Literature (3)**

Explores non-western literature, including works from Asia, the Middle East and Africa.

### **EN 221 Woman in Literature (3)**

Examines the presentation of woman and her roles in a selection of literature by and about women. Examples chosen from each professor's classic and contemporary favorites.



**EN 222 Literature and the Law (3)**

Explores concepts of law and justice in selected masterworks of fiction and drama. Recommended for, but not restricted to, criminal justice majors.

**EN 226 Psychology and Literature (3)**

Uses the insights of Freud and Jung to illuminate myths (ancient and modern) and examines techniques for dramatizing the life of the mind in fiction and drama. Selections by Strindberg, Lawrence, James, O'Neil, et al.

**EN 227 American Images in Literature (3)**

Explores short stories, novels, and poetry embodying various images of America—its geography, values, customs, and people—emphasizing the subject and quality of the images presented, the literary techniques with which these are developed, and the total self-reflection of the country which they convey.

**EN 229 Literature and the Arts (3)**

Surveys the relationships between literature and other major art forms: music, dance, film, painting, sculpture and demonstrates what is gained and lost when literary classics are interpreted in other creative media.

**EN 240 Introduction to Poetry (3)**

Provides a solid foundation in the essential vocabulary for interpreting poems and appreciating the techniques of poets both traditional and contemporary. Offers an optional service-learning component, giving the opportunity to volunteer to work in groups with a local, published poet in a variety of ways.

**EN 301 Masterpieces of Western Literature (3)**

Surveys major literary texts in the history of world literature with an emphasis on those considered essential to an understanding of British and American literature.

**EN 302 Renaissance Literature from Spenser to Milton (3)**

Studies the chief poetry and prose works of the major writers of the English Renaissance in relation to the continental Renaissance and the contemporary history of England. Emphasis on More, Spenser, Shakespeare, Donne, Jonson and Milton.

**EN 303 Literature of the Romantic Movement (3)**

Studies the origin, development and influence of Romanticism in English literature from 1798 to 1830 as evidenced in the work of Wordsworth, Coleridge, Byron, Keats and others.

**EN 304 Literature and Diversity (3)**

This course focuses on literary works (novels, short stories, poems, and works of non-fiction) that foreground or thematize forms of social diversity or difference. The course introduces students to works of (mostly) American literature that explore the social construction and significance of diverse identities. **Enriched Core: Global Awareness & Cultural Understanding**

**EN 305 American Literature (3)**

Surveys the major figures in American literature with emphasis on writers of the mid-nineteenth century and the first half of the twentieth century.

**EN 306 English Literature (3)**

Covers the development of English literature from early medieval to modern times, including readings from representative authors of each period.

**EN 307 Modern Drama (3)**

Explores the origins of contemporary theatre in the themes and innovations of playwrights from the modern through the post-modern eras.

**EN 308 Telling Tales: Narrative from Beowulf to Beloved**

Explores complexities of narrative in a body of works ranging from early texts in the Anglo-American tradition to the contemporary novel. The course also introduces students to a number of key concepts in the study of narrative, including narrative perspective, focalization, the unreliable narrator, the implied author, frame narrative, master plots, narrative contestation, etc.

**EN 312 The English Novel (3)**

Traces the origin of the novel and its development as a literary form. Studies representative works of chief novelists of the 18th, 19th, and 20th centuries.

**EN 313 The American Novel (3)**

Explores the development of the novel in America. Novelists include Melville, Twain, James, Wharton, Ellison and others.

**EN 314 Children's Literature (3)**

Presents a multidisciplinary overview of children's literature in the light of recent scholarship including: the historical context of classical and popular children's literature; philosophical, educational and sociological theories of childhood; and literary motifs and archetypes.

**EN 316 Poking Fun: Irony & Satire through the Ages**

Irony and satire are as old as Western literature and as contemporary as *South Park*. This course looks at literary examples of irony and satire through the ages, starting from ancient Greece and Rome and continuing through the major periods of literary history to the present. Students are introduced to such iconic works as Aristophanes' *Lysistrata*, Voltaire's *Candide*, Swift's "A Modest Proposal," Austen's *Northanger Abbey* and Lewis's *Babbitt* while gaining a better understanding of irony and satire as literary devices/rhetorical strategies with a range of possible tones, targets and purposes.

**EN 317 Literary Criticism (3)**

Explores contemporary critical approaches to literature (historic, symbolic, psychological, sociological) in seminar form, developing the appreciation of literature and the tools of analysis and communication.

**EN 319 Writing the Self in Poetry & Prose**

A hybrid literature/creative writing/performance course that allows students to explore the possibilities for self-expression in poetry and personal essays. Students read and analyze examples of personal essays and lyric poetry by published authors; read and discuss a guidebook discussion of craft; write their own pieces in a collaborative, workshop setting that encourages critique and revision; and, ultimately, perform selected pieces for their classmates and/or a campus audience in a campus venue. Though there will be a strong autobiographical element in the writing studied and produced for the course, students will also be encouraged to think about how their experiences and concerns as individual writers intersect with the wider world and can be expressed in ways that will engage an audience.

**EN 320 Writing Power (3)**

Offers an intensive writing workshop for students determined to advance from average to superior writing performance. Emphasis on effective strategies for producing compelling prose in many disciplines. **Chair's permission required. Does not fulfill core literature requirement.**

**EN 321 Work & Working-Class Life in Literature**

Explores ethical issues in the context of literature (short stories, novels, poems, plays, non-fiction essays) focused on work, working people and working-class life. Some of the questions we consider in class discussion and in writing are the following: Does work have an ethical value beyond its purpose of earning a living? Why are some kinds of work valued less than others? Are poverty and unemployment a sign of personal, or societal, moral failing? What ethical obligations do workers owe each other and/or to the people who employ them? What ethical conflicts are faced by working people trying to survive in a harshly competitive world? **Enriched Core: Ethical Inquiry and Applications**

**EN 324 Catholic Writers (3)**

Studies a wide range of major writers from the medieval period to the late 20th century whose Catholicism is central to their artistic vision, influencing both the content and form of their work. Forms include epic, lyric, and narrative poetry, as well as short fiction, drama, and novels. Works are read from a theological perspective; writers include Dante, Dryden, Hopkins, Greene, O'Connor, Percy, and others. **Enriched Core: Catholic and Dominican Tradition.**

**EN 332 Modern Irish Drama (3)**

Presents a critical and historical study of Irish drama from the end of the nineteenth century to the present. The principal focus is the theatrical dimensions of Irish drama, but the relevant socio-political context is also considered. Playwrights include: Yeats, Synge, O'Casey, O'Brien, Friel, McPherson, McDonagh, and Carr.

**EN 338 Writing for the Professions (3)**

Focuses on the professional writing required in a variety of professional fields such as education, finance, publishing, health professions, communications and others. Students work on the various genres of professional writing, including proposals, press releases, business plans, reports, feature articles, op-ed essays, letters, memos, and electronic formulations. **Does not fulfill core literature requirement.**

**EN 345 African-American Literature (3)**

This course focuses on African-American literature from slave narratives, folk tales, and African-American spirituals through migration stories, the literature of the Harlem Renaissance, blues- and jazz-inflected works, social protest literature, the literature of the Black Arts Movement, feminist statements and beyond. It introduces students to such important American voices as Phillis Wheatley, Frederick Douglass, Francis E. W. Harper, Paul Laurence Dunbar, Charles W. Chesnutt, Langston Hughes, Zora Neale Hurston, Richard Wright, James Baldwin, June Jordan, August Wilson, Alice Walker, Walter Mosley, Edwidge Danticat and Toni Morrison.

**EN 349 Literature and the Environment (3)**

This course introduces students to nature/environmental writing in a U.S. or international context. It explores the different ways writers (of novels, short stories, poems, and works of non-fiction) have thought about our relation to the natural world. Reading these writers, we discuss the kinds of questions they raise and try to answer: What obligations do people have to other species? What is our relation to the natural places or bioregions we inhabit? What environmental threats do we face, and how can they be addressed? **Enriched Core: Global Awareness & Cultural Understanding.**

**EN 401 Shakespeare: Plays of Politics (3)**

Explores Shakespeare's interpretation of the use and abuse of political power while tracing his dramatic development through critical reading of representative plays.

**EN 403 Literature of the Victorian Age (3)**

Studies the variety of trends present in English literature in the period from 1832 to 1900 as shown in the works of Tennyson, Browning, Arnold and others.

**EN 405 Medieval Literature (3)**

Explores the literature of Medieval England through readings which include Beowulf, the Pearl Poet, Langland, Malory and selected drama and lyrics.

**EN 406 Creative Writing (3)**

Offers an intensive exploration of the short story and lyric poetry. A workshop for students interested in developing creative talents. Opportunity for publication in literary magazine. **Does not fulfill core literature requirement.**

**EN 409 Modern Poetry (3)**

Introduces major movements in modern verse from the end of the 19<sup>th</sup> century up to World War II, including poems by Pound, Eliot, Stevens, Hughes, Millay, Moore, and others.

**EN 410 Capstone Seminar (3)**

One of the final courses that an English major takes, the English Seminar provides an in-depth study of a few major authors chosen by the professor in relation to a critical theme. **English requirement restricted to junior and senior majors.**

**EN 411 Contemporary Poetry (3)**

Demonstrates the rich variety in styles of American poetry since World War II. Includes Bishop, Gluck, Merwin, Plath, Doty, Oliver, Komunyakaa, and others.

**EN 413 Contemporary Fiction (3)**

Emphasizes literary analysis in world fiction by late 20th and early 21st century writers, including Erdrich, Morrison, Achebe, Ondaatje, and others.

**EN 415 Masterpieces of Short Fiction (3)**

Provides an in-depth study of short stories and novellas considering theory, technique and content by 19th, 20th and 21st century writers from a variety of cultures.

**EN 417 Shakespeare: Plays of Love (3)**

Explores Shakespeare's use and interpretation of the literary conventions of love while tracing his dramatic development through critical reading of representative plays and sonnets.

**EN 487 Field Internship I (2-3)**

A pre-professional, introductory experience in a career field. Internship responsibilities are entry-level in nature. The intern and internship faculty advisor develop related learning objectives. See special programs section for additional information about the academic internship program. **Requires departmental approval.**

**EN 489 Field Internship II (2-3)**

A second, pre-professional experience in a career field. Learning objectives and academic assignment should incorporate knowledge gained in EN 487 Field Internship I and demonstrate new, substantive learning goals. See special programs section for additional information about the academic internship program. **Requires departmental approval.**

**EN 490 Field Internship III (2-3)**

Professional experience in the field directly related to the student's academic major and career objectives. Learning objectives and academic assignments must incorporate knowledge gained in Field Internships I & II and demonstrate new, substantive learning goals. See special programs section for additional information about the academic internship program.

**EN 499 Independent Study (3)**

Offers qualified students the opportunity to pursue independent study in selected areas under the guidance of individual teachers. **By permission only.**

**DRAMA (PERFORMANCE)**

**These courses do not fulfill the core literature requirement.**

**DR 102 Great Drama in Performance (3)**

Introduces students to performance styles and conditions across the centuries.

**DR 103 Modern Drama in Performance (3)**

Focuses on a range of twentieth century scripts, styles and conditions.

**DR 104 Shakespeare in Performance (3)**

Introduces students to the study of Shakespearean drama as a performing art.

## CHAired BY DOMENIC MAFFEI, Ph.D.

The Department of History and Political Science at Caldwell University offers B.A. degrees in history, political science and social studies. Students may also choose to pursue New Jersey State Teacher Certification K-12.

Special opportunities for majors include a variety of internship and cooperative education programs available with local government administrators, the New Jersey Historical Society, and the Grover Cleveland Birthplace. A Washington Semester program is available through American University, and study abroad options are possible. Independent study projects in all areas of history and political science are open to majors. Students may aspire to membership in Phi Alpha Theta, the international history honor society, and to Pi Sigma Alpha, the national political science honor society.

### **Requirements for a History Major**

DEGREE: Bachelor of Arts

Liberal Arts Core (see page 38).....	49 credits
History .....	33 credits
Open Electives .....	38 credits
Total .....	120 credits

**NOTE: Social Studies and History majors must take BOTH HI101 and HI102 for their core.**

#### **STUDENTS WHO MAJOR IN HISTORY MUST COMPLETE:**

HI 203-204 The Growth of the American Nation I & II

One (1) courses in European history

Two (2) courses in American history

Two (2) courses in Global history

Two (2) elective in history

HI 492 Research Seminar

**SENIOR SEMINAR:** HI 407 Colonial America **OR**

HI 440 Recent America **OR**

HI 455 Europe Since 1945 **OR**

HI/PO 432 Contemporary Issues and Problems in World Politics

The department encourages history majors to take some courses in statistics and computer science. Although not required, the concurrent study of a modern language and the use of source materials in that language for student research is highly recommended. A reading knowledge of at least one modern language is necessary for graduate study in history.

### **Requirements for a Political Science Major**

DEGREE: Bachelor of Arts

Liberal Arts Core (see page 38).....	49 credits
Political Science .....	33 credits
Open Electives .....	38 credits
Total .....	120 credits

#### **STUDENTS WHO MAJOR IN POLITICAL SCIENCE MUST COMPLETE:**

PO 225 American Government

Either PO 362 International Relations **OR** PO 364 Comparative Government

Either PO 372 Public Administration **OR** PO 375 Public Policy

PO 453 History of Political Theory

Five (5) additional departmental offerings in Political Science

PO 492 Research Seminar

**SENIOR SEMINAR:** HI 407 Colonial America **OR**  
 HI 440 Recent America **OR**  
 HI 455 Europe Since 1945 **OR**  
 HI/PO 432 Contemporary Issues and Problems in World Politics

Political Science majors should take PO 125 Understanding the Political World as one of the required Social Science courses for the core curriculum.

**Requirements for a Social Studies Major**

DEGREE: Bachelor of Arts

Liberal Arts Core (see page 38)	49 credits
Social Studies	33 credits
Open Electives	38 credits
Total	120 credits

STUDENTS WHO MAJOR IN SOCIAL STUDIES MUST COMPLETE:

- HI 203-204 The Growth of The American Nation I & II
- AN 225 Cultural Anthropology
- GY 335 World Geography: Concepts and Regions
- BU 101 Survey of Economics
- Three (3) of the following courses (one must be global history):
  - HI 103 The West and the World: 1945 to the Present
  - HI 210 Women in the Western Tradition
  - OR** HI 211 Women in American History and Politics
  - HI 213 History of New Jersey
  - HI 218 The Holocaust
  - HI 220 African American History
  - HI 250 The Vietnam War
  - HI 317 Native American History
  - HI 331-338 Global History (Asia, Africa, Latin America, Middle East)
- One (1) Political Science course selected from the following:
  - PO 225 American Government
  - PO 362 International Relations
  - HI 492 Research Seminar

**SENIOR SEMINAR:** One (1) course selected from the following:  
 HI 407 Colonial America  
 HI 440 Recent America  
 HI 455 Europe Since 1945  
 HI/PO 432 Contemporary Issues and Problems in World Politics

**Requirements for Elementary School with Subject Area Specialization Endorsement (Middle School)**

*For traditional Undergraduates/Post-Baccalaureate Students:*

ALL STUDENTS MUST TAKE THE FOLLOWING FIVE COURSES:

- AN 225 Cultural Anthropology
- GY 235 World Geography
- HI 203/204 Growth of the American Nation I & II
- PO 225 American Government

Experienced teachers may choose to opt out of any of the above courses in which they have previous teaching experience. Any of the following courses may then be substituted:

- HI 210 Women in the Western Tradition
- HI 213 History of New Jersey
- HI 218 The Holocaust
- HI 220 African-American History
- HI 317 Native American History
- HI/PO 331 History and Politics of Asia
- HI/PO 333 History and Politics of Africa
- HI/PO 337 History and Politics of Latin America
- HI/PO 338 History and Politics of the Middle East
- HI 405 American Constitutional History
- BU 101 Survey of Economics
- SO 101 Introduction to Sociology

Any substitutions of courses may only be made with the written approval of the Chairpersons of the Divisions of Education and History and Political Science. Courses taken to fulfill core curriculum requirements may not also be used to fulfill major requirements.

The student must meet all requirements of the Division of Education concerning admission, continuance and completion of the program.

The student must complete the Behavioral/Social Sciences requirement and the Professional Sequence.

## STATEMENT OF OUTCOMES ASSESSMENT

As a requirement for graduation, all department majors must complete one of the senior seminars designated for their specific discipline. In order to fulfill the Department's Outcomes Assessment requirement, students must also enroll in HI/PO 492 Research Seminar at the same time they are taking one of the senior seminars. In HI/PO 492 majors will be required to complete a substantial research paper according to guidelines that are uniform across the department. The outcomes assessment process is designed to demonstrate student ability to use appropriate sources, to understand historical interpretation, to research effectively, to organize a large body of information in a meaningful way, to write clearly, to revise written work based on faculty input, and to discuss research results comfortably and intelligently before a wider audience. In keeping with standard university policy, all majors must earn a final grade of C or better in both the senior seminar and in HI/PO 492. If a student receives a grade of C or better in HI/PO 492 but fails to achieve that grade in their senior seminar then the student will need to take another senior seminar in order to complete major requirements. Should a student receive a C or better in their senior seminar but fail to achieve that grade in HI/PO 492 the student will be offered the opportunity to take an incomplete for the course so that they can continue to work on their research project until it is of sufficient quality. Results of the process each year are used to improve the department curriculum and strengthen course requirements, especially in the area of student research and writing.

### Minors

The department offers minors in History and Political Science, and Pre-Law (see under Interdisciplinary minors): A minor consists of any six department courses chosen from the specific discipline. All courses within the minor must be completed with a minimum grade of "C" or higher.

## COURSE DESCRIPTIONS

### AMERICAN HISTORY

#### HI 203 The Growth of the American Nation I (3)

Surveys the political, cultural, economic and social history of the United States from the colonial period through the Civil War.

#### HI 204 The Growth of the American Nation II (3)

Surveys the political, cultural, economic and social history of the United States from Reconstruction to the present.

#### HI 208 History of Catholics in America (3)

This is an Enriched Core course serving the Catholic and Dominican Tradition cluster. This course is a basic historical overview of the social, political, and cultural experiences of Catholics in America from the colonial period to the present. It will stress the contributions made by Catholics to American life and culture, especially in the areas of education, social work, and social justice.

#### HI 211 Women in American History and Politics (3)

This course traces the changing status and roles of women in American society from the colonial period to the present. Within a chronological context, it includes topics such as family and work roles, legal identity and political participation, involvement in political and social reform movements, and current cultural, social, and political issues affecting women. Special attention is paid to racial, ethnic, cultural, religious, and class differences among women.

#### HI 213 The History of New Jersey (3)

Surveys the state's political, economic and cultural development from its proprietary beginnings to the present, with special emphasis on those determining factors that have shaped its character.

#### HI 220 African American History (3)

Examines the role of black Americans in the nation's development from the colonial period to the present, with emphasis on the civil rights movement of the twentieth century.

#### HI 250 The Vietnam War (3)

An in-depth examination of the Vietnam War as a formative event in recent United States and global history. Emphasis will be on the development and implementation of the philosophies and policies that brought America to the decision to intervene in Vietnam, the legality of that decision, and the consequences of that action at home and in the world. Particular attention will be given to those groups who were asked to serve, the coverage of the war by the media, and the anti-war movement.

#### HI 317 Native American History (3)

Surveys the major political, social, and cultural themes of Native American history from pre-Columbian times to the present.

#### HI 361 United States Foreign Policy and Diplomacy (3)

Traces the evolution of American foreign policy and the emergence of the United States as a great power.

#### HI 405 American Constitutional History (3)

Studies the role constitutional interpretation has played in American history, with special emphasis on Supreme Court decisions.

#### HI 407 Colonial America (3)

An examination of the political, social, and cultural forces that shaped North America from the pre-Columbian period to the ratification of the United States constitution in 1789. Major topics to be covered include: pre-European Native America; the Age of European exploration and expansion; cross-cultural contacts between Indians, Africans, and Europeans; slavery; colonial ethnicity and the roots of American pluralism; colonial political structures; the Salem witch trials; colonial American culture; the American Revolution; and the Constitutional Convention.

#### HI 413 The United States Civil War (3)

Examines the background and causes of the Civil War as well as its campaigns, battles, and military strategies. Attention is also given to the War's political and socioeconomic dimensions.

#### HI 440 Recent America (3)

Analyzes social, political and cultural developments since 1945 with special emphasis on social movements and political protest.

### EUROPEAN HISTORY

#### HI 101 Roots of the West (3)

Surveys the development of western civilization from its origins in the ancient Near East to the emergence of the modern era in the fifteenth and sixteenth centuries. Focuses on the key individuals, groups, events, and ideas that created western culture.

#### HI 102 The Shaping of the West (3)

Surveys the key movements, achievements, and ideas that shaped the modern western world, beginning with the Age of Discovery in the fifteenth century and continuing through World War II. Focuses on the development of modern scientific and political thought, industrialization, ideological conflict, imperialism and global war.

#### HI 103 The West and the World: 1945 to the Present (3)

This is an Enriched Core course serving the Global Awareness cluster. Surveys global history from 1945 to the present, with particular emphasis on the interaction between the west and other areas of the world. Topics to be covered include the Cold War, decolonization, and global economic development.



**HI 210 Women in the Western Tradition (3)**

Focuses on the roles, activities and attitudes of women from ancient times to the present. Compares women's legal, social, economic and political positions in various cultures and periods.

**HI 218 The Holocaust (3)**

Provides students with a chronological and critical understanding of the series of events that have become known as the Holocaust, including examination of its historical background and context as well as an awareness of some of the historical and historiographical controversies surrounding it.

**HI 316 Modern British History (3)**

Examines the history of Britain during the last four centuries with stress on constitutional and imperial development.

**HI 326 Modern Irish History (3)**

Surveys the chief events of Irish history from the 17th century until the present, with special emphasis on the traditional Irish scene and the impact of English occupation upon it.

**HI 328 World War I (3)**

Provides students with an historical understanding of the First World War and its impact on European and global history. Introduces students to historiographical issues by examining the war as approached by diplomatic, military, social, cultural, and women's historians.

**GLOBAL HISTORY****HI 250 The Vietnam War (3)**

An in-depth examination of the Vietnam War as a formative event in recent United States and global history. Emphasis will be on the development and implementation of the philosophies and policies that brought America to the decision to intervene in Vietnam, the legality of that decision, and the consequences of that action at home and in the world. Particular attention will be given to those groups who were asked to serve, the coverage of the war by the media, and the anti-war movement.

**HI 328 World War I (3)**

Provides students with an historical understanding of the First World War and its impact on European and global history. Introduces students to historiographical issues by examining the war as approached by diplomatic, military, social, cultural, and women's historians.

**HI 331 History and Politics of Asia (3)**

Surveys the modern historical, political and cultural development of China, Japan and Korea.

**HI 333 History and Politics of Africa (3)**

Surveys the historical and political development of the continent by region with special emphasis on the last 200 years.

**HI 337 History and Politics of Latin America (3)**

Surveys the main themes in Latin American historical and political development from the 15<sup>th</sup> century to the present, with special emphasis on social, economic and cultural issues.

**HI 338 History and Politics of the Middle East (3)**

Traces the historical and political development of the Middle East from the 7th century to the present, with special attention paid to the role of religion in shaping the politics and culture of the region.

**HI 432 Contemporary Issues and Problems in World Politics (3)**

An in-depth and historically grounded examination of selected problems and issues, with topics chosen dependent upon the expertise of the instructor and the changing nature of world concerns.

**HI 455 Europe Since 1945 (3)**

Examines major topics in global history since 1945, including the rivalry between the United States and the Soviet Union, independence movements in colonized nations in Africa and Asia, and various issues related to global economic development.

**POLITICAL SCIENCE****PO 125 Understanding the Political World (3)**

A cross-national analysis of the major issues, topics, and institutions with which politics deals. Develops a critical awareness and understanding of the role of politics in a global society.

**PO 211 Women in American History and Politics (3)**

This course traces the changing status and roles of women in American society from the colonial period to the present. Within a chronological context, it includes topics such as family and work roles, legal identity and political participation, involvement in political and social reform movements, and current cultural, social, and political issues affecting women. Special attention is paid to racial, ethnic, cultural, religious, and class differences among women.

**PO 225 American Government (3)**

Focuses on the structure and power of the national government and major problems of national policy.

**PO 230 State and Local Government (3)**

Analyzes structures, functions and powers of state and local institutions and explores their inter-relationships within the federal system.

**PO 240 Ethics in International Relations (3)**

This is an Enriched Core course serving the Ethics cluster. The course examines the application of ethics to international relations. A theoretical background of the ideals and growth of ethical inquiry will be examined as well as case studies applying these ideals.

**PO 328 Ethnic Politics (3)**

Traces the historic political involvement of various ethnic and racial groups and examines their effect on American political institutions and the processes of organized government.



**PO 330 Introduction to the American Legal System (3)**

Presents an overview of the American legal system. Examines methods of reasoning used by courts and lawyers, the structure of state and federal systems, and the substantive law of a number of specific fields.

**PO 331 History and Politics of Asia (3)**

Surveys the modern historical, political and cultural development of China, Japan and Korea.

**PO 333 History and Politics of Africa (3)**

Surveys the historical and political development of the continent by region with special emphasis on the last 200 years.

**PO 337 History and Politics of Latin America (3)**

Surveys the main themes in Latin American historical and political development from the 15<sup>th</sup> century to the present, with special emphasis on social, economic and cultural issues.

**PO 338 History and Politics of the Middle East (3)**

Traces the historical and political development of the Middle East from the 7<sup>th</sup> century to the present, with special attention paid to the role of religion in shaping the politics and culture of the region.

**PO 346 International Law (3)**

Studies the theoretical and practical aspects of public international law. Including the sources of international law, sovereignty, jurisdiction, international organizations and the role of the individual.

**PO 361 United States Foreign Policy and Diplomacy (3)**

Traces the evolution of American foreign policy and the emergence of the United States as a great power.

**PO 362 International Relations (3)**

Studies the historical development, principles, and procedures of the diplomatic relations between nations in the modern period.

**PO 363 The United Nations and the International System (3)**

Examines the history and structure of the United Nations, as well as other international organizations. Contemporary problems of the international system, such as international security, conflict resolution, disarmament and self-determination, along with the response to these problems by international organizations, will also be studied.

**PO 364 Comparative Government (3)**

Studies the institutions, structures, and processes of government in both western and non-western nations, with special attention to the problem of political instability in developing nations.

**PO 372 Introduction to Public Administration (3)**

Studies government administration, management and organization. Analyzes bureaucratic policy

making, public budgeting and the impact of pressure groups.

**PO 375 Public Policy (3)**

Focuses on the cycle of public policy-making in the domestic context, from conceptualization of a problem through implementation and evaluation. Examines and analyzes contemporary domestic issues and policy approaches to them.

**PO 405 American Constitutional History (3)**

Studies the role constitutional interpretation has played in American history, with special emphasis on Supreme Court decisions.

**PO 432 Contemporary Issues and Problems in World Politics (3)**

An in-depth and historically grounded examination of selected problems and issues, with topics chosen dependent upon the expertise of the instructor and the changing nature of world concerns.

**PO 453 History of Political Theory (3)**

Examines the major theorists on the nature of politics and political life from the Greeks to the present. Emphasizes the analysis and interpretation of primary texts.

**GEOGRAPHY**

**GY 335 World Geography: Concepts and Regions (3)**

Examines fundamental concepts of physical geography in the context of the human response to environment in the development of the major cultural realms.

**SPECIALIZED OFFERINGS**

**HI/PO 489 Internship (3)**

Offers qualified students the opportunity to do off-campus field work in history or political science by individual arrangement.

**HI/PO 492 Research Seminar (3)**

In this course students will undertake a significant research project in order to fulfill the Outcomes Assessment requirement for all major programs in the History and Political Science Department. This project will consist of a series of steps, including a research proposal, a preliminary bibliography, 2 preliminary drafts, a final draft of at least 20 pages in length, and an oral presentation to Department faculty. This course must be taken in tandem with one of the designated senior seminars—the Research Seminar cannot be taken alone.

**HI/PO 499 Independent Study (3)**

Offers qualified students the opportunity to pursue independent reading and research in selected areas under the guidance of department faculty.

**SS 101 Topics in Social Studies (3)**

This course is for elementary, non-Social Studies Education majors only. The course surveys the various topics and concepts of Social Studies.

## CHAired BY STEPHANIE SITNICK, Ph.D.

The Individualized Major B.A. degree is meant to meet the needs of motivated students who are pursuing a liberal arts education, but whose interests cannot be fulfilled by established majors. The program is based on interdisciplinary study and it encourages creative and initiative-minded students to develop a challenging and closely-supervised academic program.

### Some examples of Individualized Majors are:

- American Studies
- Medieval Studies
- Women's Studies
- Culture and Aesthetics of a certain time period or geographical area  
(music, art, history, literature, philosophy...)
- Communications and Journalism
- Pre-Law and Philosophy
- etc...

Career opportunities will depend on the focus of the major, but the skills demonstrated by developing such an original and rigorous program of study are very likely to impress potential employers. Furthermore, students will be prepared to pursue graduate studies in a variety of disciplines.

### Requirements for an Individualized Major

DEGREE: Bachelor of Arts	
Liberal Arts Core (see page 38).....	49 credits
Individualized Major .....	33 to 42 credits
	(depending on the course of studies)
Open Electives .....	29 to 38 credits
Total .....	120 credits

To qualify for the Individualized Major, a student must have a strong overall academic record and obtain a 3.3 GPA minimum at the end of the freshman year.

The student must also develop a rigorous and coherent program of studies with the support of at least two faculty sponsors from different departments. An application must be filed with the Center for Advising, Records and Enrollment Services. This application must include a statement describing the student's educational objectives, a proposed program of courses and the name of the faculty sponsor who agrees to serve as major advisor.

Before establishing such a program, a student must have completed at least 1 semester at Caldwell University. However, the program must be established before the completion of 60 credits in order to avoid course scheduling conflicts (subject to appeal).

Depending on the scope and focus of the program of studies, the Individualized Major will require 33 to 42 credits. Most courses should be at the 300-level or above (with room for some exceptions at the 200-level, depending on the department).

## STATEMENT OF OUTCOMES ASSESSMENT

During the senior year, two semesters of independent study must be taken for the purpose of integrating the work comprising the major. The first semester will be a guided reading that will lead to the development of a project proposal. The project, produced during the last semester of the senior year, will be presented to an interdisciplinary panel of faculty members.

## INTERDISCIPLINARY MINORS

Interdisciplinary minors allow students to experience an interrelated set of courses across a variety of disciplines. Students interested in an interdisciplinary minor should speak with their advisor.

### ART/BUSINESS MINORS

The Art/Business minor will allow students to gain exposure and experience in highly practical skills both in business and art subjects. Students must complete the following courses in the concentration.

#### MINOR IN ART DIRECTION

AH 206 Design History  
AR 111 Drawing I  
AR 224 Graphic Design I  
AR 248 Typography I  
BU 221 Marketing  
BU 347 Public Relations or BU 360 Advertising

#### MINOR IN GRAPHIC DESIGN

AH 206 Design History  
AR 113 2D Design  
AR 224 Graphic Design I  
AR 248 Typography I  
BU 221 Marketing  
BU 347 Public Relations or BU 360 Advertising

### MINOR IN PRE-LAW

The pre-law minor at Caldwell University is designed to aid students who are planning on attending law school or are interested in a career in law. The course offerings in this 18-credit interdisciplinary minor focus on the skills that the American Bar Association identifies as important to success in the legal profession. These include the ability to think logically, to move beyond description and analyze the relationship between variables, comprehensive reading abilities, and concise writing skills. The minor is administered by the pre-law advisor.

To successfully complete the minor students can choose any six courses from the following list. Students must obtain a C or better in all courses applied to the pre-law minor.

PH 202 Logic  
EN 320 Writing Power  
PO 330 Introduction to the American Legal System  
BU 350 Legal Environment of Business I  
BU 355 Legal Environment of Business II (prerequisite: BU 350)  
CO 230 Communication Skills  
CJ 201 Introduction to Criminal Justice  
CJ 390 US Courts: Structure and Functioning (prerequisite: CJ 201)  
EN 222 Literature and the Law  
PH 318 Philosophy of Law and Society  
PO 225 American Government  
PO 370 International Law  
PY 109 Science within the Law

### **MINOR IN COPYWRITING**

PREREQUISITES (REQUIRED BEFORE ANY OTHER COURSES ARE TAKEN):

- BU 221 Marketing
- CO 201 Contemporary Mass Media

AND ONE (1) OF THE FOLLOWING:

- BU 347 Public Relations
- BU 360 Advertising

AND ANY THREE (3) OF THE FOLLOWING:

- CO 275 Broadcast Journalism
- CO 402 Dramatic Writing for TV & Film
- CO 325 TV & Digital Journalism
- EN 414 Journalism: Newswriting

### **MINOR IN INTERNET COMMUNICATIONS**

PREREQUISITES (REQUIRED BEFORE ANY OTHER COURSES ARE TAKEN):

- BU 221 Marketing
- AR 220 Computer Art I

REQUIRED:

- CS 230 Web Design
- CS 238 E-Commerce
- BU 347 Public Relations or BU 360 Advertising

ANY ONE (1) OF THE FOLLOWING:

- AR 221 Computer Illustration
- AR 224 Computer Design I
- AR 229 Photography I
- AR 350 Digital Imaging

### **MINOR IN MEDIA PRODUCTION**

PREREQUISITES (REQUIRED BEFORE ANY OTHER COURSES ARE TAKEN):

- BU 221 Marketing
- CO 201 Contemporary Mass Media

REQUIRED:

- CO 210 TV Production
- CO 350 Radio Broadcasting and Podcasting
- BU 347 Public Relations or BU 360 Advertising

AND ANY ONE (1) OF THE FOLLOWING:

- AR 248 Typography/Layout
- AR 224 Graphic Design I
- CO 310 Video Editing
- CO 355 Digital Filmmaking

# **MINOR IN MUSIC INDUSTRY (21 credits)**

The Music Department offers a Minor in Music Industry for any major. **If the student is majoring in Music, no more than two (2) of the courses from their major concentration may be included in the credits required for this minor.**

## REQUIRED:

- BU 110 Business Communications
- MU 260 Introduction to Music Industry (Prerequisite for BU 334)
- BU 221 Marketing
- BU 334 Facility Operations & Event Management (Prerequisite for BU 105 or MU 260)

## AND THREE (3) OF THE FOLLOWING 3-CREDIT COURSES:

- MU 487 Field Internship I (3 credits) **Strongly Recommended**
- BU 101 Survey of Economics
- BU 105 Contemporary Business (non-Business majors only)
- BU 260 Principles of Management
- BU 343 Creativity, Innovation and the Competitive Edge
- CS 219 Business Spreadsheet Applications
- MU 220 Jazz: An American Story
- MU 221 Roots: The Origin of Rock, R&B and Hip-Hop
- MU 255 World Music
- CO 210 TV Production (Prerequisite CO 201)
- CO 350 Radio Broadcasting and Podcasting (Prerequisite CO 201)
- CO/SO 312 Media and Society (Prerequisite CO 201 and CO 275)

**Note:** Music majors may **not** use MU 260 as a required elective for their major concentration.

## CHAired BY PATRICIA GARRUTO, Ed.D.

The department offers a B.A. in Mathematics and a Minor in Mathematics.

### Requirements for Mathematics Major

DEGREE: Bachelor of Arts	
Liberal Arts Core (see page 38) .....	43 credits
Mathematics .....	43 credits
Open Electives .....	34 credits
Total .....	120 credits

### STUDENTS WHO MAJOR IN MATHEMATICS MUST COMPLETE:

MA 207 Applications of Statistics I

**OR**

MA 311 Probability and Statistics I

MA 214 Linear Algebra

MA 220 Calculus I (satisfies core requirement)

MA 221 Calculus II

MA 307 Modern Geometry

MA 309 Foundations of Mathematics

MA 413 Integrating Technology into Mathematics

**OR**

CS 195 Computer Programming I

MA 324 Calculus III

MA 325 Calculus IV

MA 420 Abstract Algebra

MA 450 Coordinating Seminar

and at least three additional mathematics courses at the 200-level or above.

## STATEMENT OF OUTCOMES ASSESSMENT

Students are required to successfully complete the course MA 450 Coordinating Seminar. This course reviews the mathematics concepts that students learned in their major required courses and introduces new topics that are not covered in the major courses. In addition, this course is designed to assess the students' understanding of important concepts and mathematical techniques in these courses, their ability to see the connectivity among the different areas of mathematics, and their ability to communicate mathematics in a clear and coherent manner. Students are given a set of essay questions to be researched in this course. These questions are broad in nature and deal with the underlying concepts that tie together the different areas in the major. An oral presentation of one of the questions is required. Results of the outcomes assessment are used by faculty to determine if content of the courses or the curriculum needs to be revised.

### Requirements for a Mathematics Major with a Double Major in Education

Students who major in mathematics must meet the requirements for a mathematics major and all the requirements of the Division of Education concerning admission, continuance, and completion of the program.

### Requirements for Elementary School with Subject Matter Specialization: Mathematics Grades 5-8 (Middle School Mathematics) Certification

Candidates for the Mathematics Middle School Certification are required to complete a minimum of 15 credits in mathematics.

**Courses offered at Caldwell University for certification are:**

MA 112 Concepts of Mathematics  
**OR**  
 MA 117 Mathematical Perspectives  
 MA 116 Explorations of Mathematics  
 MA 130 Foundations of Analysis I  
 MA 131 Foundations of Analysis II  
 MA 207 Applications of Statistics I  
 MA 214 Linear Algebra  
 MA 220 Calculus I

**Requirements for a Mathematics Minor**

A total of at least 18 credits is required for a mathematics minor. No more than two courses from the student's major concentration requirements may be included in the minor. Students must attain a grade of C or better in all courses applied to the minor.

**Required courses:**

MA 214 Linear Algebra  
 MA 220 Calculus I  
 MA 221 Calculus II  
 MA 309 Foundations of Mathematics  
 and at least **two** additional mathematics courses at the 300-level or above.

**Core Requirement**

The choice of course to meet the core requirement in mathematics depends on: a) results of a university-administered mathematics placement test; b) secondary school preparation; and c) potential major. Students are assigned to a developmental course, a 100-level course or a 200-level course.

**COURSE DESCRIPTIONS**

**MA 085 Basic Mathematical Techniques**

Refreshes basic computational skills. Required of all freshmen and new students whose test scores indicate weakness in computational skills. Does not satisfy the core requirement. 3 non-degree credits.

\*Students may not withdraw from this course. A minimum grade of C required.

**MA 090 Basic Algebraic Skills**

Refreshes basic algebraic skills. Required of all freshmen and new students whose test scores indicate weakness in the skills of elementary algebra. Does not satisfy the core requirement. 3 non-degree credits. **Prerequisite: MA 085 or placement test.**

\*Students may not withdraw from this course. A minimum grade of C required.

**MA 105 Mathematics for Liberal Arts (3)**

This course is designed for liberal arts, social science, humanities and communications majors. Introductory topics include: cryptology; numeration systems; history of mathematics; basic statistics; and sets. This course is not open to students majoring in elementary education, mathematics, business, biology, computer information systems, medical technology and nursing.

**MA 106 Mathematics for Social Sciences (3)**

This course places special emphasis on applications to business, social sciences and related fields. Introductory topics are selected from some of the following: algebra; functions; graphing; interpretation of charts and graphs; data analysis; statistics; simple and compound interest; and consumer mathematics. This course is open to all students. **Prerequisite: MA 090 or placement test.**

### **MA 112 Concepts of Mathematics (3)**

Treats topics used in various disciplines. Topics are chosen from among the algebra of functions, logic, statistics, probability, consumer mathematics, and special topics. Not open to students majoring in mathematics, biology, and medical technology. **Prerequisite:** MA 090 or placement test.

### **MA 116 Explorations of Mathematics (3)**

Introduces problem solving skills in mathematics. Topics also include number systems and operations, estimations, geometry, measurements, symmetries, and tessellations. Graphing calculators and other technologies will be introduced in the application of the topics. Oral and written communication will be emphasized. Not open to students majoring in mathematics, biology, and medical technology. **Prerequisite:** MA 090 or placement test.

### **MA 117 Mathematical Perspectives (3)**

Topics include algebra, functions, graphing, probability, data analysis, statistics, and proportional reasoning. Graphing calculators and other technologies will be introduced in the application of the topics. Oral and written communication will be emphasized. Not open to students majoring in mathematics, biology, and medical technology. **Prerequisite:** MA 090 or placement test.

### **MA 120 Applied Mathematics for Business and the Social Sciences (3)**

Applies the concepts of functions and graphing to real world problems in business and the social sciences. Examines methods of solving systems of equations and inequalities, matrices, and linear programming. **Prerequisite:** Placement test.

### **MA 125 Mathematics without Numbers (3)**

This course examines the nature of mathematics and provides an understanding of the role of mathematics in people's everyday lives and its extension into the global community. In addition to the study of mathematicians, the history of mathematics and numeration systems, students will explore mathematics as it relates to situations from any of the following areas such as architecture and construction, art, cryptography, fractals, music, nature, and sets. This course is open to all students and fulfills the Global Awareness and Cultural Understanding cluster in the enriched core. **Prerequisite:** none.

### **MA 130 Foundations of Analysis I (3)**

Studies the real number system, algebraic expressions, exponents, radicals, solutions of equations and inequalities, rational and polynomial functions; emphasizes the use of algebraic techniques in the solution of problems from a variety of disciplines. **Prerequisite:** MA 090 or placement test.

### **MA 131 Foundations of Analysis II (3)**

Concentrates on the exponential, logarithmic, trigonometric, and inverse trigonometric functions, their graphs, properties and relations; also included are polar coordinates and the conic sections. Recommended as preparation in trigonometry for the study of calculus. **Prerequisite:** MA 130.

### **MA 207 Applications of Statistics I (3)**

Introduces the fundamentals of statistics as employed in a variety of disciplines. Includes sampling, descriptive statistics, probability, discrete and continuous probability distributions, hypothesis testing, correlation and regression. **Prerequisite:** Core requirement in mathematics.

### **MA 208 Applications of Statistics II (3)**

Extends the study of statistical procedures to include regression analysis, estimates and sample sizes, tests comparing two parameters, ANOVA, and non-parametric methods. (Cycled) **Prerequisite:** MA 207.

### **MA 214 Linear Algebra (3)**

Studies the properties and techniques of matrices, determinants, vector spaces, bases, linear dependence, linear transformation and orthogonality. **Prerequisite:** MA 131.

### **MA 220 Calculus I (4)**

Develops the basic theorems of calculus; develops the concepts of limit and continuity; studies techniques for finding the limit and the derivative of algebraic and trigonometric functions; applies the techniques of calculus to curve sketching, the study of motion and other fields of application; introduction to integral calculus. **Prerequisite:** MA 131 or placement test.

### **MA 221 Calculus II (4)**

Continues the development of the basic theorems of calculus; applications of the integral; differentiation and integration of exponential, logarithmic, trigonometric and inverse trigonometric functions; and some techniques of integration. **Prerequisite:** MA 220 or placement test.

### **MA 307 Modern Geometry (3)**

Considers the axiomatic approach to geometry; compares the various analyses of Euclid's Fifth Postulate and resulting non-Euclidean geometries; studies several finite geometries. (Cycled) **Prerequisite:** MA 309 or Departmental approval.

### **MA 309 Foundations of Mathematics (3)**

Introduction to concepts and tools used in abstract mathematics. Emphasis on writing of proofs. Elementary logic and set theory, formal axiom systems, transfinite numbers, the real number system, and the foundations of mathematics. (Cycled) **Prerequisite:** MA 220.



### MA 311 Probability and Statistics I (3)

An introduction to the theory of probability and statistics utilizing methods from calculus. Topics include the axioms and rules of probability, Bayes' Theorem, discrete and continuous random variables, univariate probability distributions, expectation, variance, and generating functions. (Cycled) **Prerequisite:** MA 221.

### MA 312 Probability and Statistics II (3)

Extends the study of the theory of probability and statistics. Topics include multivariate probability distributions, Central Limit Theorem, covariance, correlation, point estimation, and hypothesis testing. (Cycled) **Prerequisite:** MA 311.

### MA 313 Mathematical Applications through Digital Technology (3)

Introduces underlying concepts and applications to multimedia. Topics include: presentation software, audio and video technology, on-line communications and ethical issues related to video imagery in marketing and persuasion techniques. **Prerequisite:** MA 221.

### MA 324 Calculus III (4)

Extends the study of the techniques of integration; studies series, parametric equations, conic sections and vectors in a plane; includes applications. (Cycled) **Prerequisite:** MA 221.

### MA 325 Calculus IV (3)

Completes the study of series and vectors and extends the concepts and techniques of the calculus of one variable to several variables. (Cycled) **Prerequisite:** MA 214 and MA 324.

### MA 331 Number Theory (3)

Introduces the theory of numbers, including prime numbers, perfect numbers, the divisibility properties of the integers, congruences and Euler function. (Cycled) **Prerequisite:** MA 220.

### MA 340 Differential Equations (3)

Presents methods for solving first- and second-order ordinary differential equations; systems of ordinary differential equations; applications are included. (Cycled) **Prerequisite:** MA 221.

### MA 409 Numerical Analysis I (3)

Presents the fundamentals of numerical computation to solve problems requiring computerized numerical analysis. Topics include numerical methods for solving single variable equations and linear and non-linear systems of equations, interpolation and approximation. (Cycled) **Prerequisite:** MA 220.

### MA 411 Introduction to Real Analysis (3)

A rigorous treatment of the basic concepts of real analysis, including limits, continuity, the derivative and the Riemann integral. Also considered will be the elementary topology of the real line and plane, sequences, series, and uniform convergence. (Cycled) **Prerequisite:** MA 324.

### MA 413 Integrating Technology into Mathematics (3)

This course provides a comprehensive hands-on introduction to the fundamental concepts of multimedia development. Topics include hypermedia development, development of an interactive learning tools, exploration of research issues related to hypermedia technology on the learning process, integration and synchronization of multimedia, including text, graphics, animation, digital video, and sound. **Prerequisite:** MA 221.

### MA 420 Abstract Algebra (3)

Explores algebraic structures—groups, rings, fields and integral domains; also, Peano's postulates and elementary number theory. (Cycled) **Prerequisite:** MA 309.

### MA 450 Coordinating Seminar (1)

This course will review the mathematics concepts that students learned in their major required courses, show the interconnectivity between the various mathematics disciplines, and introduce new topics that are not covered in the major courses. Also, students will be guided in their research questions for their outcomes assessment. Limited to second semester juniors and seniors. Pass/Fail.

### MA 489 Field Internship (3)

Students apply concepts learned in the classroom and gain practical knowledge and experience working under supervision in a professional setting. In consultation with a faculty advisor and the Career Planning and Development Office, the student secures an appropriate internship site. The student develops learning objectives and goals, works 120 hours at the internship site, and completes related academic assignments. **Requires departmental approval.**

### MA 499 Independent Study (3)

Offers opportunity for in-depth study of a topic of particular interest to a student; arranged by student with agreement of faculty advisor and consent of the department chair. Limited to junior and senior majors in mathematics.

## CHAired BY DOMENIC MAFFEI, Ph.D.

Our dedicated and creative instructors and scholars share a commitment to excellence in teaching Spanish, French, Italian, Applied Language and American Sign Language. We prepare our students to participate in a global world by providing them with proficiency in these languages, as well as an in-depth study of literature, history, fine arts, social and business practices. Our graduates have careers in tourism, banking, marketing, teaching, healthcare, law enforcement, social services and communications. Caldwell University students develop critical thinking skills needed to explore other cultures, historical periods and what makes them relevant today.

The department offers a B.A. in Spanish, B.A. in Applied Language as well as minors in French, Italian and Spanish, and American Sign Language.

### BACHELOR OF ARTS IN SPANISH

#### **Requirements for a B.A. in Spanish**

DEGREE: Bachelor of Arts	
Liberal Arts Core (see page 38).....	49 credits
Spanish.....	30 credits
Open Electives.....	41 credits
Total .....	120 credits

*Spanish majors, after consultation with their academic advisor, must complete 10 of the following courses. Four of which must be at the 400 level:*

- SP 321 Advanced Spanish Grammar I
- SP 322 Advanced Spanish Grammar II
- SP 325 Spanish Conversation and Composition I
- SP 326 Spanish Conversation and Composition II
- SP 329 Hispanic Civilization I
- SP 330 Hispanic Civilization II
- SP 341 Seminar in a Spanish Speaking Country
- SP 390 Children's Literature
- SP 401 Spanish Literature I
- SP 402 Spanish Literature II
- SP 403 Survey of Spanish American Literature
- SP 404 The Contemporary Spanish American Novel
- SP 408 The Spanish American Short Story
- SP 409 Topics in Spanish Studies
- SP 420 Teaching World Languages
- SP 423 Hispanic Caribbean Literature
- SP 499 Independent Study
- LA 301 Introduction to Language
- or a 3-credit Field Internship

The department recommends that students with a major in Spanish complete at least two years of study in a second modern language.

**NOTE:** *Spanish majors and department minors are encouraged, or sometimes required, to study abroad in order to obtain the necessary fluency. Fluency will be evaluated in an oral interview as well as in a writing sample. Departmental faculty recommendations will also be taken into account. Our majors have studied in Granada and Segovia, Spain and in Rennes, France, among other places.*

**Academic Standing**

At the end of any semester during the junior or senior year, the cumulative average of all courses taken in the major must be a 2.0 or above, otherwise the student will be placed on academic probation.

**STATEMENT OF OUTCOMES ASSESSMENT**

In addition to passing all Spanish courses with a grade of C or better, all majors must receive a satisfactory score on the Spanish: World Language subject area test of the National Teacher’s Exam (Praxis Series II). Arrangements are made with the Department Chair. This test demonstrates competence in the following areas: listening and reading comprehension, grammar, speaking skills, culture, literature, geography and history. The department reviews the results periodically and adjusts the content of the courses accordingly.

**Note: For Secondary Education/Spanish majors:** Graduates are also required to take the ACTFL Oral Proficiency Interview (OPI) and pass it at a minimum level of “advanced-low” in order to be certified in the State of New Jersey. Contact the Department Chair for further information.

**BACHELOR OF ARTS IN APPLIED LANGUAGE**

The B.A. in Applied Languages is designed to give students the comprehensive knowledge and skills needed in the helping professions or public policy. By combining language and cultural/policy courses, the student will be well prepared to succeed in these fields. The major consists of two tracks, both have the same language component. A senior year internship will serve as Outcomes Assessment.

**Requirements for a B.A. in Applied Language**

DEGREE: Bachelor of Arts	
Liberal Arts Core (see page 38).....	49 credits
Spanish.....	42 credits
Open Electives.....	29 credits
Total .....	120 credits

B.A. in Applied Language: Helping Professions Track (42 credits)

Students taking this track will complete the following courses:

**Language courses (21 credits):**

- SP 321    Advanced Spanish Grammar I
- SP 201    Intermediate Spanish I
- SP 202    Intermediate Spanish II
- SP 321    Advanced Grammar I
- SP 325    Spanish Conversation and Composition I
- SP 326    Spanish Conversation and Composition II
- SP 329    Hispanic Civilization I
- SP 330    Hispanic Civilization II

**Helping Professions courses (21 credits):**

- PS 261    Interpersonal Relations
- PS 313    Counseling Psychology
- PS 318    Cross Cultural Counseling
- SO 330    Sociology of Marriage and Family
- SO 323    Sociology of Racial and Cultural Groups
- SO/AN/CJ 410 Seminar: Topics in Anthropology, Sociology and Criminal Justice
- LA 487    Field Internship (Outcomes Assessment)

**B.A. in Applied Language: Public Policy Track (42 credits)**

Students taking this track will complete the following courses:

**Language courses (21 credits):**

- SP 201 Intermediate Spanish I
- SP 202 Intermediate Spanish II
- SP 321 Advanced Grammar I
- SP 325 Spanish Conversation and Composition I
- SP 326 Spanish Conversation and Composition II
- SP 329 Hispanic Civilization I
- SP 330 Hispanic Civilization II

**Public Policy courses (21 credits):**

- PO 225 American Government
- PO 230 State and Local Government
- PO 372 Public Administration
- PO 375 Public Policy
- SO 224 Social Change
- SO 231 Sociology of Poverty
- LA 487 Field Internship (Outcomes Assessment)

**MINOR IN AMERICAN SIGN LANGUAGE (18 credits)**

The minor in American Sign Language (ASL) is designed to provide the student with an understanding of ASL and its application. The following courses are required:

- AS 101 American Sign Language I
- AS 102 American Sign Language II
- AS 103 American Sign Language III
- AS 201 Intermediate ASL I
- AS 202 Intermediate ASL II
- AS 125 Introduction to the Deaf Community

A grade of C or better is required in all courses.

**MINORS IN SPANISH, ITALIAN AND FRENCH**

**The minors in Spanish, Italian and French consist of 18 credits (6 courses) with a grade of C or better in all courses.** Consult the Department Chair for help with course selection.

## COURSE DESCRIPTIONS

### FR 489 Field Internship II (2-3)

A second, pre-professional experience in a career field. Learning objectives and academic assignments should incorporate knowledge gained in Field Internship I and demonstrate new, substantive learning goals. **Requires departmental approval and at least a 2.5 GPA.**

### FR 490 Field Internship III (2-3)

Professional experience in the field directly related to the student's academic major and career objectives. Learning objectives and academic assignments must incorporate knowledge gained in Field Internships I & II and demonstrate new, substantive learning goals. **Requires departmental approval and at least a 2.5 GPA.**

### FR 499 Independent Study (3)

Offers qualified students the opportunity to develop independent reading and research skills by working in selected areas under the guidance of individual teachers. **Offered only to upper division students with a cumulative index of 3.0 or better; by permission.**

## SPANISH

### SP 101 Elementary Spanish I (3)

Introduces basic grammar, pronunciation and vocabulary with special emphasis on aural comprehension and conversation. Not open for credit to students who have had one or more years in secondary school or to heritage speakers of Spanish.

### SP 102 Elementary Spanish II (3)

Continues SP 101. **Prerequisite: SP 101 or equivalent. Open to heritage speakers only with permission.**

### SP 105 Spanish for Health Professionals I (3)

Students will gain familiarity with basic vocabulary and language structures for the assessment of Spanish speaking patients in a variety of settings. They will be exposed to real-life situations and develop cultural insights. **Prerequisite: SP 101-102 or equivalent.**

### SP 106 Spanish for Health Professionals II (3)

Continues the study of vocabulary and language structures to help students deal with real life health issues such as food and nutrition, pediatrics, surgery... Students will continue to develop cultural competency. **Prerequisite: SP 101-102 or equivalent.**

### SP 107 Spanish for Law Enforcement (3)

Introduces basic pronunciation, grammar, vocabulary and conversation with an emphasis on specific expressions and idioms needed for law enforcement work. **Prerequisite: SP 101-102 or equivalent.**

### SP 115 Hispanic Culture: Past and Present (3) (in English)

Surveys the civilizations of Spain and Latin America. Studies Spain from the early settlers to modern Spain. The second half of the course covers the indigenous civilizations of Latin America, the conquest and independence from Spain and recent political, economic and cultural developments. **Cannot be combined with previous courses SP 113 and 114.**

### SP 201 Intermediate Spanish I (3)

Offers a systematic study of the language with particular attention given to grammar review, vocabulary growth, conversation and reading comprehension. **Prerequisite: SP 102 or at least two years of high school Spanish; placement by advisement.**

### SP 202 Intermediate Spanish II (3)

Continues SP 201.

**Prerequisite: SP 201 or equivalent.**

### SP 321 Advanced Spanish Grammar I (3)

This course offers the intermediate and advanced learners of Spanish a review of Spanish grammar. The grammatical explanations are followed by a series of exercises for the student to practice the concepts learned. Students work in groups, analyze texts and make class presentations. Authentic documents are used to motivate students in their effort to become proficient in Spanish. **Prerequisite: SP 202 or equivalent.**

### SP 322 Advanced Spanish Grammar II (3)

This course offers the intermediate and advanced student a thorough review of Spanish grammar. After a brief review of the material covered in SP 321, the student is introduced to the subjunctive mood, commands, direct and indirect object pronouns, adjectives and prepositions. The students work in groups and are asked to practice the grammatical concepts learned through translation, text analysis, oral presentations and compositions. **Prerequisite: SP 202 or equivalent.**

### SP 325 Spanish Conversation and Composition I (3)

Develops conversation skills through readings and assigned topics, pronunciation, correct expression and sentence structure. **Prerequisite: SP 202 or equivalent.**

### SP 326 Spanish Conversation and Composition II (3)

Expands on correct expression and sentence structure with essay writing and analyses of contemporary topics. **Prerequisite: SP 202 or equivalent.**

### SP 329 Hispanic Civilization I (3)

Studies the cultural history and geography of Spain through the 21st century. **Prerequisite: SP 202 or equivalent.**

**SP 330 Hispanic Civilization II (3)**

Explores cultural history and geography of Spanish-speaking Latin America. **Prerequisite:** SP 202 or equivalent.

**SP 341 Seminar in a Spanish Speaking Country (3)**

A Winter, Spring Break or Summer Session short study abroad course concentrating on the history and customs of areas visited as well as on conversational Spanish. Pre-trip seminars and post-trip research paper required. Destinations have included Mexico, Argentina and Andalusia. The course number SP 341 is followed by a different letter to distinguish one travel seminar from another.

**SP 390 Children's Literature for the Classroom (3)**

Introduces language and culture through the study of children's stories and popular legends from Spain and Spanish America. **Prerequisite:** SP 202 or equivalent.

**SP 401 Spanish Literature I (3)**

Studies the literature of Spain from its origins at the end of the fifth century up to what has been considered the Golden Age of Spanish art and literature in the sixteenth and seventeenth centuries. This period covers the Spanish Middle Ages, the Renaissance and the Golden Age. Students will read and discuss the works of Lope de Vega, Calderón de la Barca, Miguel de Cervantes among others. **Prerequisite:** permission of instructor.

**SP 402 Spanish Literature II (3)**

Studies Spanish literature 1700 to the present. Discussion of representative texts and authors from the Neoclassical, Romantic, Realist and Contemporary periods. **Prerequisite:** SP 202 or equivalent.

**SP 403 Survey of Spanish American Literature (3)**

This course is an introductory course to Spanish-American literature. Students are introduced to a selection of the works of some of Spanish America's most distinguished writers along with an in depth study of the historical period. The course will cover the pre Colombian world, Mayan, Aztec and Inca civilizations, the colonial period and the struggle for independence, as well as the continent's search for its voice, which culminates in the birth of new and truly original literary works. **Prerequisite:** SP 202 or equivalent.

**SP 404 The Contemporary Spanish American Novel (3)**

Introduces the work of some of the most important contemporary Spanish American novelists. Students will read Juan Rulfo's *Pedro Páramo*, Gabriel García Márquez's *One Hundred Years of Solitude*, Mario Vargas Llosa's *La fiesta del Chivo*, Isabel Allende's *La casa de los espíritus* among others. The earlier novels selected are representative of what has been called the "nueva novela hispanoamericana" and mark the coming of age of the Spanish American novel.

The later works are examples of "El boom," the name given to the explosion created by the arrival of master works by a new generation of writers. **Prerequisite:** SP 202 or equivalent.

**SP 408 The Spanish American Short Story (3)**

This course introduces students to the short story genre through the work of some of Spanish America's most renowned authors. Through the work of Horacio Quiroga, Juan Rulfo, Jorge Luis Borges, Julio Cortazar and others the student will become familiar with the major trends and innovations that occurred in Latin American fiction during the twentieth century. **Prerequisite:** SP 202 or equivalent.

**SP 409 Topics in Spanish Studies (3)**

This course focuses on a specific topic in Spanish literature and/or culture such as Women Voices in Spanish Literature or the Spanish-speaking World through Film. Spanish majors are expected to do the required reading and writing in Spanish.

**SP 423 Hispanic Caribbean Literature (3)**

This course introduces students to the nineteenth and twentieth century Spanish literature of the Caribbean. The works that will be read explore issues such as colonialism, slavery and race, exile and migration and the history of relationships with the United States. **Prerequisite:** SP 202 or equivalent.

**SP 487 Field Internship I (2-3)**

A pre-professional, introductory experience in a career field. Internship responsibilities are entry-level in nature. The intern and internship faculty advisor develop related learning objectives. **Requires departmental approval and at least a 2.5 GPA.**

**SP 489 Field Internship II (2-3)**

A second, pre-professional experience in a career field. Learning objectives and academic assignments should incorporate knowledge gained in Field Internship I and demonstrate new, substantive learning goals. **Requires departmental approval and at least a 2.5 GPA.**

**SP 490 Field Internship III (2-3)**

Professional experience in the field directly related to the student's academic major and career objectives. Learning objectives and academic assignments must incorporate knowledge gained in Field Internships I & II and demonstrate new, substantive learning goals. **Requires departmental approval and at least a 2.5 GPA.**

**SP 499 Independent Study (3)**

Offers qualified students the opportunity to develop independent reading and research skills by working in selected areas under the guidance of individual teachers. **Offered only to upper division students with a cumulative index of 3.0 or better; by permission.**

## ITALIAN

### IT 101 Elementary Italian I (3)

Introduces basic grammar, pronunciation and vocabulary with special emphasis on aural comprehension and conversation. Language Lab work is required. Not open for credit to students who have had one or more years in secondary school.

### IT 102 Elementary Italian II (3)

Continues IT 101.

**Prerequisite:** IT 101 or equivalent.

### IT 113 Italian Culture I (3) (in English)

Offers an overview of the culture of Italy through history and art.

### IT 114 Italian Culture II (3) (in English)

Continues IT 113.

### IT 201 Intermediate Italian I (3)

Offers systematic study of the language with particular attention to grammar review, vocabulary growth, conversation and reading comprehension. Language Lab work is required.

**Prerequisite:** IT 102 or at least two years of high school Italian.

### IT 202 Intermediate Italian II (3)

Continues IT 201. **Prerequisite:** IT 201 or equivalent.

### IT 305 Conversation and Culture I (3)

Develops conversational and written skills through the use of current literary and cultural texts. **Prerequisite:** IT 202 or equivalent.

### IT 306 Conversation and Culture II (3)

Continues the development of conversational and written skills through the use of current cultural and literary texts. **Prerequisite:** IT 202 or equivalent.

### IT 341 Seminar in Italy (3)

A Winter, Spring Break or Summer Session short study abroad course focusing on the history, art, customs and language of areas visited. Pre-trip seminars and post-trip research paper required. Destinations have included Sicily and Northern Italy. The course number IT 341 is followed by a different letter to distinguish one travel seminar from another.

## AMERICAN SIGN LANGUAGE

### AS 101 American Sign Language I (3)

Introduces the culture and natural language of the deaf community in North America. Through study, practice and conversation, students learn and synthesize the basic syntax and signs.

### AS 102 American Sign Language II (3)

Continues AS 101. **Prerequisite:** AS 101 or equivalent.

### AS 103 American Sign Language III (3)

Integrates and refines expressive and receptive skills in American Sign Language (ASL). ASL III is a practice oriented approach to language acquisition with demonstration of more sophisticated grammatical features of American Sign Language (ASL). ASL III increases fluency and accuracy in finger-spelling and numbers.

**Prerequisite:** AS 102 or equivalent.

### AS 125 Introduction to the Deaf Community (3)

Taught in English, this course will introduce students to the Deaf culture, its people and their norms. This course will immerse students into the lives of Deaf people, how they act and learn about various perspective etc. This course will also dive into important Deaf people within the community and Deaf artists who have contributed to the Deaf community.

### AS 201 Intermediate ASL I (3)

Students will further their education of American Sign Language by drawing upon previously acquired knowledge, while introducing students to more complex grammatical and lexical structures to further develop communicative proficiency and cultural knowledge. This course focuses on the ASL features of time, classifiers, space and non-manual markers. **Prerequisite:** ASL 103 or equivalent.

### AS 202 Intermediate ASL II (3)

This class is a continuation and building on achievement of an active command of the language and a strong foundation of ASL vocabulary and language structure. Students will be expected to demonstrate a progressively stronger competency in expressive and receptive skills of ASL. The cultural characteristics of the Deaf and Hard of Hearing communities will be discussed. **Prerequisite:** ASL 201 or equivalent.

## COURSES TAUGHT IN ENGLISH

### FR/SP 420 Teaching World Languages (3)

Presents various approaches to and methods of communicative language instruction, with an emphasis on K-8. **Prerequisite:** Intermediate level of Spanish or French.

### LA 301 Introduction to Language (3)

Studies theoretical and practical aspects of linguistics. Analysis of the basic features of language and the four branches of linguistics: phonology, morphology, syntax and semantics.



## CHAired BY NAN CHILDRESS ORCHARD, D.M.A.

The department offers a B.A. in Music. This program of study is an excellent subject area for Elementary Education majors and for Secondary Education majors pursuing certification to teach grades K-12.

### **Requirements for a Music Major**

DEGREE: Bachelor of Arts

Liberal Arts Core (see page 38) .....	43 credits
Music Major .....	54 credits
Open Electives .....	23 credits
Total .....	120 credits

### STUDENTS WHO MAJOR IN MUSIC MUST COMPLETE:

- MU 103 Theory I
- MU 104 Theory II
- MU 118 Sight-Singing and Ear Training I
- MU 119 Sight-Singing and Ear Training II
- MU 126 Keyboard Harmony I
- MU 127 Keyboard Harmony II
- MU 203 Theory III
- MU 218 Sight-Singing and Ear Training III
- MU 226 Keyboard Harmony III
- MU 310 Conducting
- MU 318 History and Literature of Music I
- MU 319 History and Literature of Music II
- MU 323 Arranging
- MU 350 Introduction to Computers in Music
- MU 425 Style, Form and Analysis
- MU 495/496 Senior Recital/Lecture Recital

Music elective courses totaling six credits: **choose from MU 212, MU 220, MU 221, MU 231, MU 240, MU 250, MU 255 or MU 304.**

### SEVENTEEN (17) CREDITS IN APPLIED MUSIC/ENSEMBLE COURSES

*(As directed by the advisor or department chair)*

#### **Applied Music requirements:**

- (1 cr) MU 100E or 101E Voice Class – All Music Majors
  - (8 cr) MU 101–402 Applied Music on individual instruments
  - (0 cr) MU 225 Performance Class – eight semesters
- Vocal majors are required to take one semester of piano or guitar in addition to the above requirements.*

#### **Ensemble requirements:**

*Eight (8) credits from one or more of the following groups:*

- MU 125 University Chorale
- MU 130 Opera/Musical Theatre Workshop
- MU 135 Wind Ensemble
- MU 140 Jazz Ensemble

*All instrumentalists participate in chamber ensembles (MU 141) as required (see chamber ensemble requirement).*

### **Requirements for a Music Major with Certification in Education K-12:**

DEGREE: Bachelor of Arts

Liberal Arts Core (see page 38) .....	43 credits
Music Education Major .....	58 credits
Education Major .....	30 credits
Total .....	131 credits



STUDENTS WHO MAJOR IN MUSIC EDUCATION MUST COMPLETE:

MU 103 Theory I  
 MU 104 Theory II  
 MU 118 Sight-Singing and Ear Training I  
 MU 119 Sight-Singing and Ear Training II  
 MU 123 Introduction to Music Education  
 MU 126 Keyboard Harmony I  
 MU 127 Keyboard Harmony II  
 MU 203 Theory III  
 MU 218 Sight-Singing and Ear Training III  
 MU 226 Keyboard Harmony III  
 MU 310 Conducting  
 MU 318 History and Literature of Music I  
 MU 319 History and Literature of Music II  
 MU 323 Arranging  
 MU 350 Introduction to Computers in Music  
 MU 425 Style, Form and Analysis  
 MU 431 Techniques of Music for Children  
 MU 434 Choral Rehearsal Techniques  
 MU 438 Instrumental Rehearsal Techniques  
 MU 208 Instrumental Techniques: Strings  
 MU 308 Instrumental Techniques: Winds  
 MU 408 Instrumental Techniques: Brass  
 MU 421 Instrumental Techniques: Percussion  
 MU 495/496 Senior Recital/Lecture Recital

FIFTEEN (15) CREDITS IN APPLIED MUSIC/ENSEMBLE COURSES*(As directed by the advisor or department chair)***Applied Music requirements:**

(1 cr) MU 100E or 101E Voice Class – All Music Majors  
 (7 cr) MU 101–402 Applied Music on individual instruments  
 (0 cr) MU 225 Performance Class – minimum seven semesters  
*Vocal majors are required to take one semester of piano or guitar in addition to the above requirements.*

**Ensemble requirements:***Seven (7) credits from one or more of the following groups:*

MU 125 University Chorale  
 MU 130 Opera/Musical Theatre Workshop  
 MU 135 Wind Ensemble  
 MU 140 Jazz Ensemble

*All instrumentalists participate in chamber ensembles (MU 141) as required (see chamber ensemble requirement).*

**Audition Requirement:** Students are required to audition for the music faculty to be accepted into the program as a major or minor. Auditions are held during the spring semester and audition requirements are listed on the music department Web page. (Students may contact the department chair with questions or exceptional needs.)

**Performance Class Requirement:** All students registered in Applied Music courses MU 101–402 are required to register for and attend MU 225 Performance Classes. Students will perform in the class as required by their applied music instructor.

**Ensemble Requirement:** Performing as part of an ensemble is a major factor in learning to be a well-rounded, informed and competent musician. All music majors and students receiving a scholarship are required to participate in at least one ensemble each semester whether for one credit or zero credit. Current ensembles are choir, jazz ensemble, wind ensemble and opera/musical theatre workshop.

**Chamber Ensemble Requirement:** Performing in a chamber ensemble allows students to sharpen their musical and technical skills. There are solo opportunities and the challenge of playing in a group without the aid of a conductor. Participation in a chamber ensemble is required of all music majors and minors at the discretion of the applied music instructor. Current chamber ensembles are flute, brass, string and percussion.

**Requirements for a Music Minor for Non-Majors:** Students who wish to minor in music must complete twenty (20) credits within the department with a grade of C, or higher.

STUDENTS MUST TAKE THE FOLLOWING COURSES:

- MU 103 and 104 (Music Theory I and II)
- MU 118 and 119 (Ear Training and Sight-Singing I and II)
- MU 126 and 127 (Keyboard Harmony I and II)

**AND**

*Two of the following:*

- MU 318 Music History and Literature I
- MU 319 Music History and Literature II

**OR**

*One of the above and one of the following:*

- MU 122 Language of Music (with approval of department chair)
- MU 212 Into the Woods: A Journey through America's Musical Theatre
- MU 220 Jazz: An American Story
- MU 221 Roots: the Origins of Rock, R&B and Hip-Hop
- MU 231 Introduction to Music Therapy
- MU 240 American Music
- MU 250 Women in Music
- MU 255 World Music: The Global Beat
- MU 304 Music and Contemplation

**AND**

Four credits of applied music either as lessons or ensembles

**Interdisciplinary Minor for all Majors**

The Music Department offers a Minor in Music Industry for any major. **If the student is majoring in Music, no more than two (2) of the courses from their major concentration may be included in the credits required for this minor.**

**Minor in Music Industry (21 credits)**

REQUIRED:

- BU 110 Business Communications
- MU 260 Introduction to Music Industry (Prerequisite for BU 334)
- BU 221 Marketing
- BU 334 Facility Operations & Event Management (Prerequisite for BU 105 or MU 260)

AND THREE (3) OF THE FOLLOWING 3-CREDIT COURSES:

- MU 487 Field Internship I (3 credits) **Strongly Recommended**
- BU 101 Survey of Economics
- BU 105 Contemporary Business (non-Business majors only)
- BU 260 Principles of Management
- BU 343 Creativity, Innovation and the Competitive Edge
- CS 219 Business Spreadsheet Applications
- MU 220 Jazz: An American Story
- MU 221 Roots: The Origin of Rock, R&B and Hip-Hop
- MU 255 World Music
- CO 210 TV Production (Prerequisite CO 201)
- CO 350 Radio Broadcasting and Podcasting (Prerequisite CO 201)
- CO/SO 312 Media and Society (Prerequisite CO 201 and CO 275)

**Note:** Music majors may **not** use MU 260 as a required elective for their major concentration.

**Sophomore Evaluation:** Students will be evaluated at the end of their sophomore year and a recommendation will be made as to whether they may continue as a major. This recommendation will be based upon:

- 1) Satisfactory completion of Theory I, II, and III (Grade of C or higher).
- 2) Satisfactory progress on their chosen instrument or voice, based upon a "Jury hearing" by at least two faculty including their private teacher, at the completion of their sophomore year or 4<sup>th</sup> semester of private study (whichever comes first).

Students who are not able to pass these requirements may use their credits for a minor, and are encouraged to continue to participate in ensembles and lessons, but will not continue as music majors.

## STATEMENT OF OUTCOMES ASSESSMENT

Each music major is required to present either a senior recital with prepared program notes or a senior project (paper and lecture presentation) during their senior year. This 1 credit, independent study (MU 495/496) will be graded and, if necessary, re-taken according to university policy. The student's advisor/major teacher and at least one other faculty member will be present at the performance to provide a written evaluation and the final grade. The music history and theory faculty members will assist in assessing research and analysis portions of the outcomes assessment project. Procedures and requirements are available from the department chair.

Music Education Majors seeking K-12 certification in music, must fulfill the requirements set by the Education Department before student teaching during their last semester. Students are required to fulfill practical field experience as part of several education courses and will be placed appropriately into a variety of classes, K-12, including both instrumental and vocal music, to prepare them for this final semester. During Student Teaching, students teach full time in designated schools and attend a weekly university seminar. Students are under the direction of a Master Music teacher and a university supervisor who is certified in music education.

## COURSE DESCRIPTIONS

### **MU 100 Applied Music for Non-majors (1)**

Provides individual instruction for the beginning student on an instrument, voice, or composition. May be taken up to four times. Lesson fee required.

### **MU 100E Voice Class for Non-majors (1)**

This class offers basic instruction in posture, breathing, resonance and support for classical singing. Presents basic principles for overcoming performance anxiety and proper performance etiquette. Lesson fee required.

### **MU 100F Piano Class for Non-majors (1)**

Class instruction for the beginning piano student. The student learns to read treble and bass clef notation, and basic piano repertoire. Lesson fee required.

### **MU 100K Guitar Class for Non-majors (1)**

Class instruction for the beginning guitar student. The student learns to read treble clef, tablature and learns basic guitar repertoire. Lesson fee required.

### **MU 101-402 Applied Music (1)**

Provides individual instruction on an instrument, voice, or composition. Lesson fee required.

### **MU 101E Voice Class for Majors (1)**

This class offers basic instruction in posture, breathing, resonance and support for classical singing. Presents basic principles for overcoming performance anxiety and proper performance etiquette. Lesson fee required.

### **MU 101K Guitar Class for Majors (1)**

Class instruction for beginning guitar students. The student learns to read treble clef, chords, tablature and learns basic guitar repertoire. Lesson fee required.

### **MU 103 Theory I (3)**

Study of tonal harmony beginning with fundamental review and covering part-writing using triads, figured bass and harmonic progressions, and analysis of cadences, formal structures and non-chord tones. **Prerequisite:** MU 117 or Basic Skills Test. **Corequisites:** MU 118 and MU 126.

### **MU 104 Theory II (3)**

Continues course of study in tonal harmony with non-chord tones, diatonic seventh chords, part-writing and analysis. **Prerequisite:** MU 103. **Corequisites:** MU 119 and MU 127.

**MU 117 Music Fundamentals (1)**

Provides basic music reading skills including note reading, scales, rhythmic notation and meter recognition, using classroom instruction, keyboard and computer drills.

**MU 118 Sight-Singing and Ear Training I (1)**

Develops aural recognition, sight-performance, and dictation skills within the context of all major modalities and simple meters. **Prerequisite:** MU 117 or placement test. **Corequisites:** MU 103 and MU 126.

**MU 119 Sight-Singing and Ear Training II (1)**

Extends aural recognition, sight-performance, and dictation skills within the context of minor modalities and compound meters. **Prerequisite:** MU 118. **Corequisites:** MU 104 and MU 127.

**MU 122 Language of Music (3)**

This course serves as an introduction to great music of the Western European and American traditions. Musical terms are introduced and musical styles are explored through a social and historical context.

**MU 123 Introduction to Music Education (1)**

Examines and compares elements of musical teaching and learning as well as provides overviews of classroom, instrumental and choral music programs. This introductory course is offered early in the college experience in order to provide some perspective into the learning and working experiences of future music educators.

**MU 125 University Chorale (1)**

Provides rehearsal and performance of varied vocal literature. Performance in at least two concerts and many university celebrations. Placement audition required.

**MU 126 Keyboard Harmony I (1)**

Practical application at the keyboard, of concepts studied in Theory I; Includes scales, arpeggios, intervals and melodies with chordal accompaniment. **Prerequisite:** MU 117 or Keyboard test. **Corequisites:** MU 103 and MU 118.

**MU 127 Keyboard Harmony II (1)**

Practical application at the keyboard, of concepts studied in Theory II; Includes chord progressions, melodies with accompaniment figures. **Prerequisite:** MU 126. **Corequisites:** MU 104 and MU 119.

**MU 130 Opera/Musical Theatre Workshop (1)**

Preparation and performance of songs, arias, scenes and acts from musical theater, operetta and opera. Students will assist in all aspects of production, such as musical preparation, costuming, staging, program design. Open by audition to singers and pianists. Applied lessons for voice may be required.

**MU 135 Wind Ensemble (1)**

Study of wind ensemble literature and performance in major concerts. Placement audition required.

**MU 140 Jazz Ensemble (1)**

Performance of jazz literature and study of improvisation. Placement audition required.

**MU 141 Chamber Ensembles (0)**

Small performing groups meet weekly and perform on at least one department concert each semester. Current offerings include flute, clarinet, string, percussion and brass ensembles. **Audition Required. Corequisite:** Applied Music Lessons or permission of Department Chair.

**MU 203 Theory III (3)**

Continues course of study in tonal harmony including Neapolitan and Augmented chords, modulation and composition. **Prerequisite:** MU 104. **Corequisites:** MU 218 and MU 226.

**MU 208 Instrumental Techniques: Strings (1)**

Develops basic playing skills and pedagogical techniques for teaching violin, viola, cello and double bass at the elementary and secondary school levels. **Fee Required.**

**MU 212 Into the Woods: A Journey through America's Musical Theatre (3)**

This general survey course will introduce the student to American Musical Theatre from the late 19th century into the 21st century. Historical events and cultural trends will be considered in the study of the ever-changing musical and theatrical styles. An introduction to the music elements, melody, rhythm, texture and form, will provide the student with a basic knowledge and vocabulary necessary to consider the material critically.

**MU 218 Sight-Singing and Ear Training III (1)**

Extends aural recognition to cadential patterns; sight-performance and dictation skills to include modulating and modal melodies; and including irregular meters and complex rhythmic patterns. **Prerequisite:** MU 119. **Corequisites:** MU 203 and MU 226.

**MU 220 Jazz: An American Story (3)**

Students explore diverse styles of jazz, from early jazz to current styles. The course starts with musical basics, then examines the evolution of jazz from earlier musical traditions, including ragtime and blues. Students get acquainted with the musicians who created and changed jazz through its history. The course emphasizes listening to jazz, understanding how it evolved, and how it works.

**MU 221 Roots: The Origins of Rock, R&B and Hip-Hop (3)**

In the early 1940's jazz reached a crossroads after having been America's popular dance music for decades. Some jazz musicians followed a more esoteric path which led to modern jazz while others continued to embrace dance music. Their streamlined bands, including the "new" electric guitar, evolved into rock and roll and much of the popular music of the last 60 years. This course surveys early jazz and swing, jump swing, rock and roll, R&B, funk and hip-hop.

**MU 225 Performance Class (0)**

This class gives students an opportunity to perform works in progress in front of their peers. There are approximately six meetings per semester. All students registered in applied music courses MU 101-402 are required to register for performance class. **Corequisite: Applied Music Lessons.**

**MU 226 Keyboard Harmony III (1)**

Continued application of theoretical principles of music. Study includes playing song accompaniments, 4-part chorales, open scores and harmonic progressions of 7th chords. **Prerequisite: MU127. Corequisites: MU 203 and MU 218.**

**MU 231 Introduction to Music Therapy (3)**

This course will introduce the student to the music therapy profession. It will cover basic literature in music therapy, basic assumptions and practices and orient the student to clinical applications of music as therapy. An emphasis will be placed on experiential learning, research and writing.

**MU 240 American Music (3)**

A survey of the music of the North American colonies and the United States from the 17th century to the present. The course will seek to establish the continuity of American music with the Western European tradition while exploring the diversity of influences from other world cultures. The continuing interactions of classical, folk, and popular music, which give American music its uniqueness, will be fully explored.

**MU 241 Improvisation, Theory in Practice (1)**

This course is an elective offering for music majors and other qualified students to improve their musicianship skills. Students will learn to match chords with appropriate scales in all keys. They will play melodic fragments (patterns) in different keys and at different pitch levels, spaced at various intervals. Continued ear training will be an important aspect of this course. As time permits, the course will include a study of jazz stylistic interpretation, study of common song forms, analysis of jazz tunes as well as solos that have been recorded and transcribed. **Prerequisites: MU104, 119 and 127.**

**MU 245 Music Fundamentals for the Elementary Classroom Teacher (3)**

This course is designed to help provide non-music education majors with specific information and practical experiences concerning the teaching of general-vocal music at the elementary school level (Grades K through 6). A sequential approach to explaining and developing the fundamentals of music will be employed, as well as demonstrations of creative and exciting ways to present them to children. This course will also serve as the core offering for elementary education majors and will support the global and fine arts learning objectives (GLO 1, 2, 3; FA 1, 2) already set in place for the music core courses. **Required for non-music Elementary Education majors. Prerequisite: ED 206.**

**MU 250 Women in Music (3)**

Explores the concept of perspective and the changing roles of women in music, both historically and in contemporary society. Students will learn to describe a variety of music using appropriate musical terms and become aware of current "women in music" through interviews and concert attendance.

**MU 255 World Music: The Global Beat (3)**

Introduction to music as a world phenomenon, tracing many different cultures and societies through their musical traditions. Will include the study of selected art, folk, and popular music from world cultures through live performances, recordings, video and readings.

**MU 260 Introduction to Music Industry (3)**

Students will learn about music marketing, artist development, publicity, publishing, record producing and media partnerships. The course will provide historical insight into how music is monetized.

**MU 304 Music and Contemplation (3)**

Students will be introduced to music and its relationship to contemplation. Through reading and guided listening, students will encounter notions of contemplation as expressed in the Catholic and Dominican tradition. The relationship between music and contemplation, principally in its Western manifestations, will be explored.

**MU 308 Instrumental Techniques: Woodwinds (1)**

Develops basic playing skills and pedagogical techniques for teaching flute and clarinet or saxophone at the elementary and secondary school levels. **Fee Required.**

**MU 310 Conducting (1)**

Emphasizes skills necessary to rehearse and conduct choral and instrumental ensembles. Required participation in an ensemble and actual performances are part of the experience. **Prerequisite: MU 104.**

**MU 318 History and Literature of Music I (3)**

Surveys the music, musicians and musical life in Europe from antiquity to 1750. **Prerequisite: MU 104 or permission of instructor.**

**MU 319 History and Literature of Music II (3)**

Continues survey of music, musicians and musical life in Europe, and the Americas from the late eighteenth century to the present. **Prerequisite: MU 318 or permission of instructor.**

**MU 323 Arranging (2)**

Develops proficiency in arranging music for small instrumental ensembles, both with and without solo voice. Specific emphasis is placed on developing the skills necessary to arrange music published for specific instrumentation or voices for the available performers in the class. **Prerequisite: MU 203.**

**MU 350 Introduction to Computers in Music (3)**

Introduction to general principles for using computers and electronic instruments in music, to the nature of sound and recording. Intensive instruction in music notation; introduction to computer based audio editing and recording.

**Prerequisite:** MU 103.

**MU 408 Instrumental Techniques: Brass (1)**

Develops basic playing skills and pedagogical techniques for teaching trumpet, trombone, French horn, euphonium and tuba at the elementary and secondary school levels.

**Fee Required.**

**MU 421 Instrumental Techniques: Percussion (1)**

Develops fundamental concepts of percussion equipment as applicable in K-12 school music programs. Course topics will include organization of the school percussion program, teaching rhythm, equipment selection and maintenance, fundamental instrumental techniques, and pedagogical techniques and methods for private and group instruction. Instruments to be studied will include concert snare drum, keyboard percussion, orchestral accessories, Latin percussion, timpani, and drum set. **Fee Required.**

**MU 425 Style, Form and Analysis (3)**

Analysis of musical structure and form from motives and phrases to compound structures such as Sonata Allegro or Theme and Variations form. Includes comparison of styles of major composers and composition projects. **Prerequisite:** MU 203.

**MU 431 Techniques of Music for Children (3)**

Explores various philosophies of elementary music education, including Orff, Kodaly, and Dalcroze. Investigates current texts and techniques for teaching elementary school music.

**Prerequisite:** MU 126.

**MU 434 Choral Rehearsal Techniques (2)**

Continues instruction in conducting with discussion, exploration and development of skills for recruitment, auditioning, programming, rehearsal and performance preparation of Jr. and Sr. High choral groups. **Prerequisites:**

**MU 123 and MU 310.**

**MU 438 Instrumental Rehearsal Techniques (2)**

Continues instruction in conducting with discussion, exploration and development of skills for recruitment, auditioning, programming, rehearsal and performance preparation of Jr. and Sr. High instrumental groups.

**Prerequisites:** MU 123 and MU 310.

**MU 487 Field Internship I (2-3)**

A pre-professional, introductory experience in a career field. Internship responsibilities are entry-level in nature. The intern and internship faculty advisor develop related learning objectives.

**Requires departmental approval.**

**MU 489 Field Internship II (2-3)**

A second, pre-professional experience in a career field. Learning objectives and academic assignments should incorporate knowledge gained in MU 487 Field Internship I and demonstrate new, substantive learning goals. **Requires departmental approval.**

**MU 490 Field Internship III (2-3)**

Professional experience in the field directly related to the student's academic major and career objectives. Learning objectives and academic assignments must incorporate knowledge gained in Field Internships I & II and demonstrate new, substantive learning goals. **Requires departmental approval.**

**MU 495 Independent Study – Senior Recital (1)**

Music majors are expected to synthesize their musical study with a final project developed with the assistance of a faculty advisor. The recital repertoire will be planned by the applied instructor, coach/accompanist and student. **By permission of faculty advisor.**

**MU 496 Independent Study – Senior Lecture Recital (1)**

Music majors are expected to synthesize their musical study with a final project developed with the assistance of a faculty advisor. This provides the opportunity to explore areas of musical interest outside of regular course offerings. **By permission of faculty advisor.**

CHAired BY WILLIAM VELHAGEN, Ph.D.

The department offers a B.A. in Biology; a B.A. in Chemistry; a B.S. in Health Science; and a B.S. in Medical Technology. A pre-medical post-baccalaureate certificate program is also available to college graduates who wish to complete requirements for admission to medical and other health professional schools.

B.A. in Biology

Requirements for a Biology Major

DEGREE: Bachelor of Arts	
Liberal Arts Core (see page 38)	46 credits
Biology	38 credits
Required Supportive Sciences	32 credits
Open Electives	4 credits
Total	120 credits

A student must either demonstrate equivalent knowledge of CS 115 Essential Computer Skills, or successfully complete CS 115 at Caldwell University. Incoming freshmen must complete this requirement within the first three semesters.

A grade of C (2.0) or better required in each individual biology course. Courses with grades lower than C need to be repeated if a student remains a biology major.

A cumulative average grade of C (2.0) or better is required in courses of all supportive sciences. For the biology major, these supportive sciences are chemistry, physics, math and computer science. Grades of F are not accepted and those courses must be repeated.

STUDENTS WHO MAJOR IN BIOLOGY MUST COMPLETE:

BI 101, 101L, 102, 102L	General Biology
BI 207 and 207L	Vertebrate Anatomy and Physiology I
BI 210 and 210L	Cell Biology
BI 315 and 315L	Microbiology
BI 402 and 402L	Genetics
NP 341	Department Seminar
or	
BI 411R and BI 411C	Research/Lab and Research Composition

three of the following:

BI 208 and BI 208L	Anatomy
BI 301 and 301L	Histology
BI 302 and 302L	Embryology
BI 305 and 305L	Environmental Biology
BI 316 and 316L	Immunology

and one of the following:

BI 216	Statistics for Biology
MA 207	Applications of Statistics

also, the supportive sciences.

CH 111, 111L, 112, 112L	General Chemistry
CH 203, 203L, 204, 204L	Organic Chemistry
PY 201, 201L, 202, 202L	General Physics
MA 130 and 131	Foundations of Analysis I & II

For students who will pursue graduate education in biology, the Department of Natural and Physical Sciences also considers MA 220 and 221, Calculus I & II, essential supportive electives.



## STATEMENT OF OUTCOMES ASSESSMENT

Successful completion of a senior laboratory or literature project is required for the B.A. in Biology. The project will be submitted in the form of a paper which must demonstrate a clear understanding of scientific literature and ability to analyze data and present results in a coherent manner. The paper must be organized and written in scientific style. A short oral presentation is also required in which each student is expected to present the focus of the paper and field questions on the subject matter within the paper. The department uses data from the outcomes assessment for curriculum development.

### B.S. in Clinical Laboratory Science

Caldwell University and Rutgers, the State University of New Jersey, jointly offers a B.S. in Clinical Laboratory Science (CLS) with concentrations in cytotechnology, and medical technology. Typically, students complete the requirements for a medical technology major at Caldwell University and then enter the 15-month professional program at Rutgers, the State University of New Jersey, to complete the desired concentration. Students must meet the academic requirements of both institutions to be awarded the B.S. in Clinical Laboratory Science.

### Professional School Affiliations

These affiliation programs will help students to accelerate their career goal of becoming health professionals. Students can begin their studies at Caldwell University and complete their degrees in medicine, dentistry, occupational therapy, social work and athletic training from a wide range of universities. Programs are as follows:

#### MEDICINE

Rutgers, the State University of New Jersey, St. George's University, or American University of Antigua

3-year/4-year program • Degrees earned: B.A. in Biology and M.D.

#### VETERINARY MEDICINE

St. George's University

3-year/4-year program • Degrees earned: B.A. in Biology and D.V.M.

#### DENTISTRY

Temple University or Rutgers, the State University of New Jersey

3-year/4-year program

Degrees earned: B.A. in Biology and D.M.D.

#### OCCUPATIONAL THERAPY

Columbia University

3-year/2-year program

Degrees earned: B.A. in Biology or B.A. in Psychology and M.S. in Occupational Therapy

#### PHYSICAL THERAPY

New York Medical College

4-year/3-year program • Degrees earned: B.A. in Biology and Doctor of Physical Therapy

#### PHYSICIAN ASSISTANT

Rutgers SHRP

3-year/3-year program • Degrees earned: B.A. in Biology or Chemistry or B.S. in Health Science and M.S. in Physician Assistant

#### CLINICAL LABORATORY SCIENCE

Rutgers, the State University of New Jersey

4-year program

Degrees earned: B.S. in Medical Technology or B.S. in Clinical Laboratory Science

#### OPTOMETRY, PODIATRY, CHIROPRACTIC MEDICINE

Pennsylvania College of Optometry, or New York College of Podiatric Medicine, or New York Chiropractic College

3-year/4-year programs • Degrees earned: B.A. in Biology and related doctoral degree



## ATHLETIC TRAINING

Seton Hall University

3-year/2-year program • Degrees earned: B.A. in Biology and M.S. in Athletic Training

## Research Experience

Research is an integral part of the natural and physical sciences programs. Research may be carried on by both the faculty and students.

## B.A. in Chemistry

### Requirements for a Chemistry Major

DEGREE: Bachelor of Arts

Liberal Arts Core (see page 38) .....	43 credits
Chemistry Courses .....	44 credits
Mathematics and Science Courses .....	24 credits
Open Electives .....	9 credits
Total .....	120 credits

A student must either demonstrate equivalent knowledge of CS 115 Essential Computer Skills, or successfully complete CS 115 at Caldwell University. Incoming freshmen must complete this requirement within the first three semesters.

### STUDENTS WHO MAJOR IN CHEMISTRY MUST COMPLETE:

CH 111, 111L, 112, 112L	General Chemistry I and II
CH 203, 203L, 204, 204L	Organic Chemistry I and II
CH 306, 306L	Analytical Chemistry I
CH 320, 321	Physical Chemistry I and II
CH 401	Biochemistry I
CH 407	Medicinal Chemistry
CH 412	Synthesis of Pharmaceutical Drugs
CH 413	Spectroscopy
CH 420	Chemical Pharmacology
CH 411S or CH 411C	Seminar in Chemistry
CH 411R	Research Elective
CH 311	Research Elective

**also**, the supportive mathematics and science courses:

### SUPPORTIVE MATHEMATICS AND SCIENCE COURSES (24 credits):

BI 101, 101L, 102, 102L	General Biology I and II
PY 201, 201L, 202, 202L	General Physics I and II
MA 220, 221	Calculus I and II

**Students planning to pursue graduate studies in chemistry, are strongly encouraged to take the following:**

MA 324	Calculus III
MA 340	Differential Equation

## STATEMENT OF OUTCOMES ASSESSMENT

Successful completion of a senior laboratory or literature project is required for the B.A. in Chemistry. The project will be submitted in the form of a paper which must demonstrate a clear understanding of scientific literature and ability to analyze data and present results in a coherent manner. The paper must be organized and written in scientific style. A short oral presentation is also required in which each student is expected to present the focus of the paper and field questions on the subject matter within the paper. The department uses data from the outcomes assessment for curriculum development.

**B.S. in Health Science****Requirements for a Health Science Major**

DEGREE: Bachelor of Arts

Liberal Arts Core (see page 38) .....	43 credits
Health Science .....	30 credits
Major Electives.....	30 credits
Open Electives .....	17 credits
Total .....	120 credits

A student must either demonstrate equivalent knowledge of CS 115 Essential Computer Skills, or successfully complete CS 115 at Caldwell University. Incoming freshmen must complete this requirement within the first three semesters.

**STUDENTS WHO MAJOR IN HEALTH SCIENCE MUST COMPLETE:**

BI 101, 101L, 102, 102L	General Biology
CH 111, 111L, 112, 112L	General Chemistry
MA 130	Foundations of Analysis I
PS 335	Health Psychology
SO 334	Sociology of Medicine
HS 489	Healthcare Practicum
HS 342	Capstone Seminar

and **30 credits** of elective courses from at least two of the following clusters:

**Biology Cluster**

BI 207 and 207L	Vertebrate Anatomy and Physiology I
BI 210 and 210L	Cell Biology
BI 301 and 301L	Histology
BI 315 and 315L	Microbiology
BI 316 and 316L	Immunology
BI 302 and 302L	Embryology
BI 305 and 305L	Environmental Biology
BI 402 and 402L	Genetics
BI 216	Statistics for Biology

**Chemistry Cluster**

CH 203 and 203L	Organic Chemistry I
CH 204 and 204L	Organic Chemistry II
CH 401	Biochemistry I

**Physics Cluster**

PY 201 and PY 201L	General Physics I
PY 202 and PY 202L	General Physics II

**Health Science Cluster**

HS 101	Medical Terminology
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**Math Cluster**

MA 207	Applications of Statistics
MA 220	Calculus I

**Nursing Cluster**

NU 305	Pathophysiology
NU 310	Pharmacology

**Psychology Cluster**

PS 150	General Psychology
PS 201	Human Growth and Psychology
PS 208	Psychological Statistics
PS 314	Social Psychology

### Sociology Cluster

SO 101	Introduction to Sociology
SO 344	Methods of Social Research I

### Philosophy Cluster

PH 210	Philosophy of the Human Person
PH 230	Ethics

### Business Cluster

BU 101	Survey of Economics
BU 105	Contemporary Business
BU 211	Accounting I
CS 219	Business Spreadsheet Applications
BU 221	Marketing
BU 260	Principles of Management
CS 285	Fundamentals of MIS (Management Information Systems)
BU 350	Legal Environment of Business I

**Note: Since health science is an interdisciplinary major, students must choose their major electives from at least two disciplines.** Students choosing the health science major must work closely with the program director to make sure that they select courses required to prepare for the healthcare field or graduate program in the field of their choice as well as those courses that complement their disciplinary major.

## STATEMENT OF OUTCOMES ASSESSMENT

Completion of a healthcare internship and the capstone seminar is required for the B.S. in Health Science. Each student must submit a paper which demonstrates a clear understanding of the characteristics of the student's chosen healthcare field. Upon successful completion of the outcome assessment requirement, students will:

1. explain key characteristics of the health professions and trends in healthcare delivery.
2. integrate academic knowledge with practical knowledge through observation and participation in the healthcare delivery process under professional supervision.
3. clearly express career goals based on a sophisticated understanding of their personal competencies and the characteristics of their chosen field.

## B.S. in Medical Technology

### Requirements for a Medical Technology Major

DEGREE: Bachelor of Science

Liberal Arts Core (see page 38) .....	42 credits
Medical Technology .....	51 – 52 credits
Hospital Requirements .....	32 credits
Total .....	125 – 126 credits
Language course not required	

A student must either demonstrate equivalent knowledge of CS 115 Essential Computer Skills, or successfully complete CS 115 at Caldwell University. Incoming freshmen must complete this requirement within the first three semesters.

### STUDENTS WHO MAJOR IN MEDICAL TECHNOLOGY MUST COMPLETE:

BI 101, 101L, 102, 102L	General Biology
BI 207 and 207L	Vertebrate Anatomy and Physiology I
BI 210 and 210L	Cell Biology
BI 315 and 315L	Microbiology
BI 316 and 316L	Immunology

CH 111, 111L, 112, 112L	General Chemistry
CH 203, 203L, 204, 204L	Organic Chemistry
CH 401	Biochemistry I
MA 131	Foundations of Analysis II
<b>or</b>	
MA 220	Calculus I
MA 207	Applications of Statistics

In addition, students who major in medical technology must complete 32 credits in a designated hospital.

The courses prescribed by the American Society of Clinical Pathologists and the required liberal arts courses are completed in the first three years. These are followed by a twelve-month training period in an approved hospital which qualifies students for admittance to the examination of the Registry of Medical Technologists. The B.S. in Medical Technology is awarded at the completion of the hospital program.

The university does not charge tuition for the year in a hospital laboratory. However, the student must register at the university for the fall and spring semesters and formally apply for graduation. Hospital laboratory training (12 months) is 32 credits. Students will select their laboratory affiliations in consultation with the faculty coordinator.

Since it is a prerogative of each hospital to choose its trainees, Caldwell University cannot guarantee acceptance in any specific institution.

The university, at this time, has complete affiliations with the following NCCLS-approved schools of medical technology:

Jersey Shore Medical Center, Neptune, NJ  
 Morristown Memorial Hospital, Morristown, NJ  
 The Valley Hospital, Ridgewood, NJ  
 Rutgers, the State University of New Jersey  
 New York Methodist Hospital

In the event that the student is not accepted in the hospital of his/her choice, the student has the option of completing the requirements for another science degree. Transfers into medical technology will be considered on an individual basis.

## STATEMENT OF OUTCOMES ASSESSMENT

Successful completion of this hospital *practicum* is accepted in lieu of a senior research project.

### Elementary School with Subject Matter Specialization Endorsement (Middle School)

#### Requirements for Elementary School with Subject Matter Specialization Endorsement (Middle School):

BI 103	Biological Principles
BI 103L	Biological Principles Laboratory
BI 207	Vertebrate Anatomy
CH 111	General Chemistry
PY 101	Survey of the Physical Sciences
PY 201	General Physics I
PY 201L	General Physics I Laboratory

*If students are seeking additional coursework in the sciences some suggestions are:*

CH 011 General Chemistry Calculations and Computation (1 non-degree credit)

BI 305 Environmental Biology (with or without the laboratory)

PY 202 and 202L General Physics II with Laboratory

This program is designed for **certified** teachers who are presently teaching in K-8 schools and wish to continue teaching science after the No Child Left Behind Law was enacted.

## Natural and Physical Sciences Minors

### **Requirements for a Biology Minor**

Students may earn a biology minor by taking at least 18 credits of biology courses. These courses must include General Biology with Lab (BI 101, BI 101L, BI 102 and BI 102L), Vertebrate Anatomy and Physiology (BI 207), and one 300- or 400-level biology course. All prerequisite requirements must be met.

Students must achieve a cumulative GPA of C (2.0) in the courses applied to the biology minor program.

### **Requirements for a Chemistry Minor**

Students may earn a minor in chemistry by taking at least 18 credits of chemistry courses. These courses must include General and Organic Chemistry with Lab (CH 111, CH 111L, CH 112, CH 112L, CH 203, CH 203L, CH 204, and CH 204L) and one 300- or 400-level chemistry course. All prerequisite requirements must be met.

Students must achieve a cumulative GPA of C (2.0) in the courses applied to the chemistry minor programs.

## Pre-Medical Post-Baccalaureate Certificate Program

**Program Director, William Velhagen, Ph.D.**

The Pre-Medical Post-Baccalaureate Certificate Program is designed to serve the academic needs of recent college graduates as well as those who pursued other interests or careers before choosing to enter a career in medicine or other health professions. The **Pre-Medical Post-Baccalaureate (PMPB) Certificate** will be awarded to students who complete a minimum of 40 credits with a cumulative GPA of 3.2 or better. In addition to the required coursework, a minimum MCAT score of 28, DAT score of 19 or GRE percentile scores of 65% verbal, 65% quantitative, and 4.5 writing from one exam are required for the award of the PMPB Certificate.

### **Program Requirements for a Pre-Medical Post-Baccalaureate Certificate (40 Credits)**

#### REQUIRED COURSES:

BI 101 and BI 101L	General Biology I
BI 102 and BI 102L	General Biology II
CH 111 and CH 111L	General Chemistry I
CH 112 and CH 112L	General Chemistry II
CH 203 and CH 203L	Organic Chemistry I
CH 204 and CH 204L	Organic Chemistry II
CH 401	Biochemistry I
PY 201 and PY 201L	General Physics I
PY 202 and PY 202L	General Physics II
MA 207	Applications of Statistics

MA 130	Foundations of Analysis
SO 101	Introduction to Sociology*
PS 150	General Psychology*
<i>*For students who did not take these courses as undergraduates.</i>	

#### ELECTIVE COURSES:

BI 207 and BI 207L	Vertebrate Anatomy and Physiology I
BI 208 and BI 208L	Vertebrate Anatomy and Physiology II
BI 210 and BI 210	Cell Biology
BI 301 and BI 301L	Histology
BI 302 and BI 302L	Embryology
BI 305 and BI 305L	Environmental Biology
BI 315 and BI 315L	Microbiology
BI 316 and BI 316L	Immunology
BI 402 and BI 402L	Genetics
NU 305	Pathophysiology
NU 310	Pharmacology
PS 335	Health Psychology
SO 334	Sociology of Medicine
PH 210	Philosophy of the Human Person
PH 230	Ethics

## STATEMENT OF OUTCOMES ASSESSMENT

Upon completion of the Pre-Medical Post-Baccalaureate program, students will:

1. successfully complete courses required for admission to graduate and health professions schools
2. perform successfully on the relevant admission test for their field (MCAT, DAT, etc.)

## COURSE DESCRIPTIONS

### BIOLOGY

#### **BI 101 General Biology I (3)**

Introduces principles of modern biology, bio-organic compounds, morphology and functions of the cell, human anatomy and physiology.

**Pre- or corequisite: MA 130**

#### **BI 101L General Biology I Laboratory (1)**

Explores morphology, physiology and behavior of selected specimens representing the invertebrate groups. Investigates basic enzyme function and cellular concepts. 2½ hrs. lab. BI 101L can be taken independently from BI 101. **Pre- or corequisite: MA 130**

#### **BI 102 General Biology II (3)**

Presents overview of anatomy and physiology, principles of genetics, evolution, behavior, plant biology and ecology. **Prerequisite: BI 101.**

#### **BI 102L General Biology II Laboratory (1)**

Explores anatomy and physiology of major plant groups as well as unicellular algae and fungi. Students conduct experiments in various areas of plant physiology including photosynthesis, pigment separation, plant-water relations, plant hormones and osmosis. 2½ hrs. lab. BI 102L can be taken independently from BI 102. **Prerequisite: BI 101.**

#### **BI 103 Biological Principles (3)**

Introduces non-science majors to basic concepts in biological thought. Topics focus on the structure and function of the cell, bio-organic compounds, photosynthesis, respiration, genetics, systems of the body and their health, and ecology. (2 hour lecture, 1 hour lab preparation).

#### **BI 103L Biological Principles Laboratory (1)**

The first half is devoted to performing experiments related to lecture, for example, transpiration, analysis of bio-organic compounds, pedigree studies. The second half is devoted to the study of various representative organisms from the plant and animal kingdom.

#### **BI 106 Ecology (3)**

Introduces students to principles of ecology. Lecture topics include energy flow and mineral cycling, comparative ecosystem ecology detailing selected aquatic and terrestrial ecosystems, and population dynamics emphasizing growth, regulation and social systems.

#### **BI 109 Marine Biology (3)**

Analyzes varied representatives of the marine environment, their influences, habitats, and adaptations to their surroundings.

**BI 110 The Human Body (3)**

Provides a basic understanding of the structure and function of the human body. Students will become familiar with the terminology related to anatomical and physiological features and will be able to apply such knowledge to everyday living.

**BI 203 Human Anatomy and Physiology I (3)**

This course is geared toward students who are pursuing careers in nursing and the allied health sciences. The study of anatomy and physiology provides the strong foundation needed to support student's clinical experiences. The structure and function of the human body is introduced in systematic fashion from the cellular and molecular level to more complex interacting organ systems. Emphasis is placed on the mechanisms and regulation of body processes that maintain life in the face of environmental change. This course covers levels of organization, support and movement, integration and coordination. **Prerequisite for the nursing program. Pre- or corequisite MA 130 and higher or other equivalent math core.**

**BI 203L Human Anatomy and Physiology Laboratory I (1)**

Laboratory exercises correlate with materials covered in lecture. **Prerequisite for the nursing program. Pre- or corequisite BI 203.**

**BI 204 Human Anatomy and Physiology II (3)**

A continuation of BI 203. This course covers transport, absorption and excretion and the human life cycle. **Prerequisite for the nursing program. Prerequisite BI 203. This course is cross-linked in content with BI 208.**

**BI 204L Human Anatomy and Physiology Laboratory II (1)**

Laboratory exercises correlate with materials covered in lecture. **Prerequisite for the nursing program. Pre- or corequisite BI 204. This course is cross-linked in content with BI 208L.**

**BI 207 Physiology I (3)**

How animals, including humans, function from the molecular to whole organism level. Includes comparative and medical aspects of physiology. **Prerequisite: BI 102 or BI 103.**

**BI 207L Physiology Lab I (1)**

Explores physiology through standard and original experiments. Develops skills in communication and research. **Corequisite: BI 207.** (3 hrs. lab)

**BI 208 Anatomy (3)**

The body plans of vertebrates, including humans. Includes comparative and medical aspects of anatomy. **Prerequisite: BI 207.**

**BI 208L Anatomy Lab (1)**

Explores anatomy using models and preserved specimens and the dissection of select vertebrates. **Corequisite BI 208.**

**BI 210 Cell Biology (3)**

Introduces cellular morphology and physiology. Discussions include membrane structure, transport channels, membrane receptors and signal transduction, motility as well as mechanisms of cellular reproduction such as DNA replication, transcription, translation and regulation of gene expression. An experimental approach is used to familiarize students with treatments of experimental data. **Prerequisite: BI 207.**

**BI 210L Cell Biology Laboratory (1)**

Current techniques in cell and molecular biology are presented and selected topics discussed in BI 210 lectures are further illustrated with laboratory experiments. Techniques include preparation of DNA, RNA and cellular organelles; electrophoretic separations of proteins and nucleic acids; and selected biochemical assays. **Corequisite: BI 210.** (3 hrs. lab)

**BI 212 Biostatistics (1)**

Studies the use of statistics in biological experimental design and analysis of results. **Prerequisite: BI 102.** Must be completed by end of sophomore year.

**BI 216 Statistics for Biology (3)**

Applies statistical methods of analysis to the medical/health and natural sciences. Introduces sampling, descriptive statistics, probability and experimental design methods as used in biological experiments. Also covers discrete and continuous probability distributions, hypothesis testing, correlation and regression. **Prerequisite: BI 102.**

**BI 301 Histology (3)**

Investigates structure, function and associations of cells, tissues and organs of humans. Emphasis on normal histology. **Prerequisite: BI 207.**

**BI 301L Histology Laboratory (1)**

Examines histologic slides of normal mammalian tissues and organs in correlation with BI 301. (3 hrs. lab) **Corequisite: BI 301.**

**BI 302 Embryology (3)**

Studies the major developmental stages and processes with an emphasis on vertebrate embryos. Discusses gametogenesis, fertilization, cleavage, formation of primitive germ layers, differentiation, tissue induction and organogenesis using classical descriptive and comparative embryology, and current molecular and cellular concepts. **Prerequisite: BI 207.**

**BI 302L Embryology Laboratory (1)**

Traces the morphological development of organisms from the maturation process to total embryonic development. Representative organisms include the starfish, frog, chick and pig. **Corequisite: BI 302.** (3 hrs. lab)

**BI 305 Environmental Biology (3)**

Presents a balanced detailed approach to ecology focusing on plant and animal interactions and their relationship to their



environment, ecosystem dynamics, ecosystem analysis related to conservation of resources, quantitative models related to sustainability, and species diversity. **Prerequisite:** BI 207. **Course in statistics will be helpful.**

### **BI 305L Environmental Biology Lab (1)**

Introduces student to field, laboratory, experimentation relation to plant and animal aggregation, population interactions, ecosystem structure and function, and adverse environmental conditions on ecosystems. **Corequisite:** BI 305.

### **BI 311 Research as a Tool (1)**

Introduces students to the techniques of research and familiarizes them with the literature sources within the field; incorporates supervised and independent work. **Prerequisite:** BI 207, **biology major, permission of the department chair.** 1 hr. formal meeting; other meetings as required.

### **BI 315 Microbiology (3)**

Treats morphology, physiology and genetics of selected microorganisms and their role in environmental, health, and industrial processes. **Prerequisites:** BI 207 and CH 112.

### **BI 315L Microbiology Laboratory (1)**

Reinforces and illustrates concepts introduced in BI 315. Students learn to work with and understand microorganisms and learn to recognize microbiological phenomena from experimental findings, ultimately applying such findings to broad biological principles. (4 hrs. lab) **Corequisite:** BI 315.

### **BI 315N Nursing Microbiology (3)**

*Required course for nursing majors.* Treats morphology, physiology and genetics of selected microorganisms and their role in environmental, health, and industrial processes. **Prerequisites:** BI 204 and CH 110.

### **BI 315X Nursing Microbiology Laboratory (1)**

*Required course for nursing majors.* Reinforces and illustrates concepts introduced in BI 315N. Students learn to work with and understand microorganisms and learn to recognize microbiological phenomena from experimental findings, ultimately applying such findings to broad biological principles. (4 hrs. lab) **Corequisite:** BI 315N.

### **BI 316 Immunology (3)**

Investigates the sources and mechanisms of the immunological responses, focusing on mechanisms in the human body. **Prerequisites:** CH 112 and BI 315.

### **BI 316L Immunology Laboratory (1)**

Provides practical exposure to both current and more traditional immunological methodologies. Students are introduced to techniques such as antibody production, analyses of antibodies as well as cellular interactions among various populations of immune cells. **Corequisite:** BI 316. (4 hrs. lab)

### **BI 402 Genetics (3)**

Studies the principles of modern and Mendelian genetics, including structure of genes and chromosomes, patterns and mechanisms of transmission, nature and cause of mutations, polygenic inheritance, genetic mapping, and population genetics. Introduces theories of genetic engineering. **Prerequisite:** BI 207.

### **BI 402L Genetics Laboratory (1)**

Experimentally illustrates the principles of genetic analysis including selection, strain comparisons and hybridization, linkage, genetic mapping, human and population genetics, and DNA/RNA centered methods of analysis. **Corequisite:** BI 402. (3 hrs. lab)

### **BI 411R Research/Laboratory (2)**

Introduces senior biology students to the techniques of project and experimental design. Students do independent research and analysis. 1 hr. meeting with lab time as required. **Students must have passed (minimum grade of C) all 200-level science courses in their major before registering for this course.**

### **BI 411C Research/Composition (2)**

Continues BI 411R. Students publish their results in the form of a seminar paper and orally present them to the Sciences faculty. May be used to satisfy the senior project requirement. Meeting and lab time flexible. **Prerequisite:** BI 411R. **Students must have passed (minimum grade of C) all 200-level science courses in their major before registering for this course.**

### **BI 489 Field Internship (3)**

Students apply concepts learned in the classroom and gain practical knowledge and experience working under supervision in a professional setting. In consultation with a faculty advisor and the Career Planning and Development Office, the student secures an appropriate internship site. The student develops learning objectives and goals, works 120 hours at the internship site, and completes related academic assignments. **Requires departmental approval.**

### **BI 499 Independent Study (3)**

Offers qualified students the opportunity to pursue independent study in selected areas under the guidance of individual teachers.

## **CHEMISTRY**

### **CH 011 General Chemistry, Calculation and Computation I**

Applies algebraic/mathematical methods and concepts to the solutions of problems encountered in CH 111. Taken concurrently with CH 111. 1 hr. 1 non-degree credit.

### **CH 012 General Chemistry, Calculation and Computation II**

Applies algebraic/mathematical methods and concepts to the solutions of problems encountered in CH 112. Taken concurrently with CH 112. 1 semester. hr. 1 non-degree credit.



**CH 105 Survey of Everyday Chemistry (3)**

Introduces the major areas of chemistry; focuses on nuclear, medicinal and agricultural chemistry, contemporary problems associated with pollution, and the biochemical evaluation of nutritional products.

**CH 110 Principles of Chemistry (3)**

This course is a one semester course with lecture and laboratory experiences designed for students in the nursing program. This course introduces the fundamental concepts of general chemistry and provides the essential features of organic and biological chemistry. It begins with a study of concepts in general chemistry: periodic table, atomic structure, bonding, chemical reactions and states of matter.

The second half of the course focuses on the structure and properties of organic molecules, culminating in the study of proteins, lipids and carbohydrates. Radioactivity and its effects and uses in biological systems will also be examined.

**Note: This course is also a prerequisite for the nursing program. Pre- or corequisite MA 130 and higher or other equivalent math core.**

**CH 110L Principles of Chemistry Laboratory (1)**

Laboratory experiments correlate with material covered in lecture. **Note: This course is also a prerequisite for the nursing program. Pre- or corequisite CH 110.**

**CH 111 General Chemistry I (3)**

Introduces fundamental concepts of stoichiometry and thermochemistry; ionic and covalent bonding are discussed as functions of electronic structure; properties of gases, liquids, solids and solutions are explored. Students dropping CH 111 should automatically be dropped from CH 011. **Pre- or corequisite: MA 130.**

**CH 111L General Chemistry I Laboratory (1)**

Laboratory that accompanies CH 111. Incorporates experiments in substance separation, identification, and synthesis, and for determination of physical and thermodynamic constants. Introduces research literature format. (3 hrs. lab) **Corequisite: CH 111.**

**CH 112 General Chemistry II (3)**

Continues CH 111. Introduction to principles of chemical kinetics, equilibrium reactions with emphasis on acids and bases, and electrochemistry; thermochemistry is examined in greater detail. Students dropping CH 112 should automatically be dropped from CH 012. **Corequisites: MA 131 and CH 111.**

**CH 112L General Chemistry II Laboratory (1)**

Laboratory that accompanies CH 112. Incorporates experiments to determine kinetic rates, equilibrium constants, and ionic, acidic, and basic properties of substances. Introduces qualitative analysis. (3 hrs. lab) **Corequisite: CH 112.**

**CH 203 Organic Chemistry I (4)**

Introduces the theoretical aspects of organic chemistry stressing mechanisms, energy considerations and stereochemical implications of substitution, elimination and addition reactions. Physical and chemical properties of some organic compounds are discussed through functional group analysis. **Prerequisite: CH 112.**

**CH 203L Organic Chemistry I Laboratory (1)**

Laboratory that accompanies CH 203. Laboratory procedures include recrystallization, distillation, extraction, and chromatography. Typical reactions include free radical halogenation, nucleophilic substitution, electrophilic aromatic substitution and elimination. Introduction to chemical literature and selected analytical instrumentation is also stressed. (4 hr. lab) **Corequisite: CH 203.**

**CH 204 Organic Chemistry II (4)**

Functional group properties, synthesis and reactions are continued with greater emphasis on structural determination and retrosynthetic techniques. **Prerequisite: CH 203.**

**CH 204L Organic Chemistry II Laboratory (1)**

Laboratory that accompanies CH 204. Typical experiments include: Grignard, aldol, Cannizzaro, oxidation, reduction, and amide formation. Several unknown compounds are identified and literature searches are required. (4 hr. lab) **Corequisite: CH 204.**

**CH 306 Analytical Chemistry I (3)**

Studies theory and calculations of volumetric, electrochemical, chromatographic, and spectrophotometric manual and semi-automated analysis, chemical equilibria, and the treatment of experimental statistics. **Prerequisite: CH 112.**

**CH 306L Analytical Chemistry I Laboratory (1)**

Laboratory that accompanies CH 306. Experimental procedures include direct application of statistical theory, titrimetric analysis, use of visual, UV, IR and fluorescent spectroscopy. Incorporates computer generated analysis of data. (3 hr. lab) **Corequisite: CH 306.**

**CH 307 Analytical Chemistry II (3)**

Continues Ch 306 and introduces the principles underlying modern instrumental methods of analysis including GC-MS, HPLC, electrophoresis, and electroanalytical techniques, with examination of the fundamentals of instrument operation. **Prerequisite: CH 306.**

**CH 307L Analytical Chemistry II Laboratory (1)**

Laboratory that accompanies CH 307. Continues CH 306L emphasizing the impact of instrumentation by physically examining the design and structure of instruments as well as using them. (3 hrs. lab) **Corequisite: CH 307.**

**CH 312 Research as a Tool (1)**

Introduces students to techniques of chemical research and familiarizes them with the literature sources within the field; incorporates supervised and independent work. **Prerequisite:** CH 204, **Chemistry major, permission of department chair.** 1 hr. formal meeting. Other meetings as required.

**CH 401 Biochemistry I (3)**

Investigates the chemistry of proteins, enzymes and enzyme systems, carbohydrates, lipids and nucleic acids; studies glycolysis, Krebs Cycle, basic membrane structure, transcription of DNA and biotechnology techniques. **Prerequisite:** CH 204.

**CH 402 Biochemistry II (3)**

Investigates the metabolic systems of cells and organelles stressing enzyme and cofactor participation, energy production and interdependence of metabolic processes. **Prerequisite:** CH 401.

**CH 402L Biochemistry II Laboratory (1)**

Laboratory correlating with CH 402. (3 hrs. lab) **Corequisite:** CH 402.

**CH 403 Physical Chemistry I (3)**

Discusses the fundamental laws, theories and concepts of thermodynamics, equilibrium and electrochemistry interpreted through the use of mathematical and physical principles. Introduces quantum mechanics. **Prerequisite:** CH 112, MA 220 and MA 221 (Calculus I & II), PY 201 and PY 202 (General Physics I & II).

**CH 404 Physical Chemistry II (3)**

Continues CH 403. A text-based seminar format is used to examine atomic and molecular structure from the quantum mechanical perspective, atomic and molecular spectroscopy, statistical thermodynamics and topics of students interest, and to introduce theories of reactions at solids' surfaces. **Prerequisite:** CH 403.

**CH 407 Medicinal Chemistry (3)**

This course will explore how drugs are designed. Structure-activity relationships (SAR), and bulk properties of drugs (partitioning, solubility) will be studies as a function of the chemical classification of medication. Receptor site topography will be correlated with drug structure and drug design. Pharmacokinetics of drugs. **Prerequisite:** CH 204.

**CH 411C Research/Composition (2)**

Continues CH 411R. The students publish their results in the form of a paper and defend their results orally before the Sciences faculty. **Prerequisite:** CH 411R. **Students must have passed (minimum grade of C) all 200-level science courses in their major before registering for this course.**

**CH 411R Research/Laboratory (2)**

Introduces senior chemistry students to detailed chemical literature searching techniques, project and experimental design, and independent research and analysis. Lab sessions focus on a single chemical project for each student. **Students must have passed (minimum grade of C) all 200-level science courses in their major before registering for this course.**

**CH 411S Seminar in Chemistry (1)**

Students will research a chemical problem in the literature, prepare a paper that meets objectives for the major, and present this research to a group of faculty. **Prerequisite:** **Students must have passed (minimum grade of C) all 200-level science courses in their major before registering for this course.**

**CH 412 Synthesis of Pharmaceutical Drugs (3)**

Important organic synthetic techniques will be investigated. Students will be able to understand and semisynthetic and total synthetic methodologies that lead to the manufacturing of medicines. **Prerequisites:** CH 204.

**CH 413 Spectroscopic Determination (3)**

Examines the theory and usage of common spectroscopic methods such as ultraviolet/visible and infrared spectroscopy, mass spectroscopy, and proton and carbon-13 nuclear magnetic resonance. Supplies a working knowledge of structural determination and sources in the field. **Prerequisite:** CH 204.

**CH 420 Chemical Pharmacology (3)**

Students will be expected to understand the biochemical underpinnings of the mode of action of various pharmacologic agents (pharmacodynamics). **Prerequisite or corequisite:** CH 401, CH 407.

**CH 489 Field Internship (3)**

Students apply concepts learned in the classroom and gain practical knowledge and experience working under supervision in a professional setting. In consultation with a faculty advisor and the Career Planning and Development Office, the student secures an appropriate internship site. The student develops learning objectives and goals, works 120 hours at the internship site, and completes related academic assignments. **Requires departmental approval.**

**CH 499 Independent Study (3)**

Offers qualified students the opportunity to pursue independent study in selected areas under the guidance of individual teachers.

## HEALTH SCIENCE

### HS 101 Medical Terminology (2)

Provides a working knowledge of the special language and terms used in the healthcare environment for students in pre-health professional studies. Includes a study of the basic language related to the medical science, word analysis, construction, spelling and definitions of the vocabulary used in the medical, dental and health professions field. Meets the prerequisite requirement for admission to health professional programs such as medicine; dentistry; occupational therapy; physical therapy; physician assistant, and other healthcare fields.

### HS 489 Healthcare Practicum (3)

A structured healthcare internship which provides opportunity for practical experience and pre-professional mentoring in a variety of healthcare delivery settings, this supervised learning environment introduces interns to the research and clinical environment for healthcare professionals. In consultation with a faculty advisor and the Career Planning and Development Office, the student secures an appropriate internship site. Each intern is supervised and mentored on-site by a health care professional, and assigned to a faculty advisor from Caldwell University's Department of Natural and Physical Sciences who helps the student integrate academic coursework and research experience with the practical lessons learned in the field

Students gain practical knowledge and experience working under supervision in a professional setting at their placement, and submit a written paper at the end of the internship experience. The student develops learning objectives and goals, works 160 hours at the internship site, and completes related academic assignments.

**Prerequisite: Junior status, health science major with cumulative grade point average of 2.5 or higher. Students must have completed the capstone seminar before registering for this course.**

### HS 342 Capstone Seminar (1)

Affords the students an opportunity to learn about current issues in the health professions from healthcare professionals and experts in the field. The goal of the seminar is to enable participants to obtain accurate and comprehensive information about the healthcare profession and make an informed career choice. May be used to research and compose the Senior Capstone Paper. **Prerequisite: Junior status, Students must have passed (minimum grade of C) all 200-level science courses in their major before registering for this course. Open to all students interested in a career in the health professions.**

## NATURAL SCIENCE

### NP 107 Global Environmental Sciences (3)

Examines the environmental consequences of human activities on the Earth. Topics include population and demographic pressures, food

imbalances, energy, pollution, resources, environmental health, and the economic and the political entanglements.

### NP 341 Departmental Seminar (1)

Affords the students an opportunity to research the literature within their fields of interest and present their findings to the Sciences faculty and students. May be used to research and compose the Senior Capstone Paper. **Prerequisite: Senior status, biology or chemistry major. Students must have passed (minimum grade of C) all 200-level science courses in their major before registering for this course.**

## PHYSICS

### PY 101 Survey of the Physical Sciences (3)

Familiarizes the students with the basic concepts and vocabulary of astronomy, chemistry, geology and physics. Presents science as an integrated body of knowledge with shared methods of problem resolution.

### PY 104 Astronomy (3)

Studies the solar system, stars and galaxies; their characteristics and the laws that affect them.

### PY 109 Science Within the Law (3)

Examines the role of physical science in criminal investigations and government regulations. Stresses scientific principles and how those principles are utilized within the legal community.

### PY 201 General Physics I (3)

Focuses on the fundamental principles and phenomena of physics; motion, Newton's Laws, work and energy, momentum, rotational dynamics and machines. Course is quantitative and closely allied with mathematics.

**Prerequisite: MA 131.**

### PY 201L General Physics I Laboratory (1)

Tests the laws derived in PY 201 through experimentation. (3 hrs. lab) **Corequisite: PY 201.**

### PY 202 General Physics II (3)

Continues PY 201. Topics discussed are heat, light, sound, electricity and magnetism.

**Prerequisites: Any 100-level math course; PY 101 or PY 201.**

### PY 202L General Physics II Laboratory (1)

Tests the laws derived in PY 202 through experimentation. (3 hrs. lab) **Corequisite: PY 202.**

### PY 205 Science for the Middle School Educator (4)

Covers quantification of elements of biological and physical sciences (geology, meteorology, and physics) with emphasis on physical science topics and technology that are relevant to middle school science instruction. **Prerequisites: MA 130, PY 101, ED 348. Corequisites: BI 103 and BI 103L.**

## **DIRECTED BY THEODORA SIROTA, Ph.D., R.N., APN, CNL, PMHCNS-BC**

### **ASSISTANT DIRECTOR: BRENDA PETERSEN, M.S.N., R.N., APN, CPNP-PC**

The department offers four entrance tracks leading to the B.S. in Nursing. The baccalaureate degree program offers pre-licensure professional preparation for second degree, traditional, and transfer students and post-licensure degree completion preparation for registered nurses.

The baccalaureate degree in nursing at Caldwell University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

### **Requirements for the Nursing Major**

DEGREE: Bachelor of Science in Nursing	
Liberal Arts Foundational and Enriched Core .....	36 credits
Nursing Prerequisites.....	25 credits
Nursing Courses.....	63 credits
Total .....	124 credits
Students entering as freshmen are required to take an additional one credit	
Freshman Seminar course for a total of 125 credits.	

#### **FOUNDATIONAL CORE** (27 or 28 credits)

- Communication and Media Studies (3)
- English (6)
- Fine Arts (3)
- History (3)
- Language (3)
- Mathematics (3)
- Philosophy (3)
- Theology (3)
- Freshman Seminar (Freshman Only) (1)
- Social Sciences (Nursing Prerequisites) (6)
- Natural & Physical Sciences (Nursing Prerequisite) (3)
- Computer Science (Waived)

#### **ENRICHED CORE** (9 credits)

- Catholic and Dominican Tradition (3)
- Global Awareness and Cultural Understanding (3)
- Ethical Inquiry and Applications (3)

#### **NURSING PREREQUISITES\*** (25 credits)

- BI 203 Human Anatomy & Physiology I (Core) with Lab (4)
- BI 204 Human Anatomy & Physiology II with Lab (4)
- CH 110 Principles of Chemistry with Lab (4)
- BI 315N Microbiology with Lab (4)
- PS 150 General Psychology I (Core) (3)
- SO 101 Introduction to Sociology (Core) (3)
- MA 207 or PS 208 Statistics (3)
- MA 118 Analytical Mathematics for Nurses (Fulfills Core Requirement) (3)

*\*Note: 9 credits meet the core requirement as well.*

**NURSING COURSES** (63 credits)

- NU 219 The Professional Nurse: An Introduction to Practice (2)
- NU 301 Fundamentals of Nursing (6)
- NU 303 Health and Cultural Assessment Across the Lifespan (5)
- NU 305 Pathophysiology (4)
- NU 306 Adult Health I (8)
- NU 308 Nursing Research and Evidence-Based Practice (3)
- NU 310 Pharmacology (3)
- NU 411 Parent Child/Pediatric (8)
- NU 412 Psychiatric-Mental Health Nursing (4)
- NU 415 Leadership, Finance, and Health Care Policy in Nursing (4)
- NU 416 Adult Health II (8)
- NU 418 Transition to Professional Nursing (3)
- NU 419 Professional Nursing II for R.N.s (2)
- NU 420 Community and Public Health (5)

**Requirements for Admission and Progression in the Nursing Major****Track I (Second degree: Students with B.A./B.S.)**

- Meet university admission requirements
- Students dismissed from other professional programs will not be accepted
- Science courses over five years old will not be accepted for waiver.
- Overall admission and progression GPA  $\geq 2.75$
- Minimum Grade of "C+" for all nursing prerequisites  
(A science course may be repeated once)
- Meet requirements for the Nursing Major:
  - Must earn a grade of "C+" or above in all nursing major courses (NU) in order to progress.
  - Refer to the probation and dismissal section for more information.
  - Satisfactory performance in all components of the course, ie., theory, lab and clinical is necessary to pass.
  - Complete all nursing courses at Caldwell University.

**Track II (Registered Nurses)**

- Meet university admission requirements
- Current New Jersey RN license
- Overall progression GPA  $\geq 2.75$
- Minimum Grade of "C" for all nursing prerequisites
- Meet requirements for the Nursing Major:
  - Must earn a grade of "C+" or above in all nursing major courses (NU) in order to progress.
  - Refer to the probation and dismissal section for more information.
  - Satisfactory performance in all components of the course, ie., theory, lab and clinical is necessary to pass.
  - Complete a minimum of 30 credits at Caldwell University.

**Track III (Traditional Students)**

- Overall progression GPA  $\geq 2.75$
- Minimum Grade of "C+" must be achieved in all nursing prerequisites (a science or math course may be repeated once). Failure of any science or math course more than once results in dismissal from the nursing major.
- Meet requirements for the Nursing Major:
  - Must earn a grade of "C+" or above in all nursing major courses (NU) in order to progress.
  - Refer to the probation and dismissal section for more information.
  - Satisfactory performance in all components of the course, ie., theory, lab and clinical is necessary to pass.
  - Complete all nursing courses at Caldwell University.

**Track IV (Transfer Students)**

- Meet university admission requirements
- Overall admission GPA  $\geq 3.0$
- Minimum Grade of "C+" must be achieved in all nursing prerequisites for credit to be accepted for transfer (a science or math course may be repeated once).
- Failure of any science or math course more than once, including courses taken prior to entering Caldwell, results in dismissal from the nursing major.
- Science courses over five years old will not be accepted for transfer.
- Overall progression GPA  $\geq 2.75$
- Meet requirements for the Nursing Major:
  - Must earn a grade of "C+" or above in all nursing major courses (NU) in order to progress.
  - Refer to the probation and dismissal section for more information.
  - Satisfactory performance in all components of the course, ie., theory, lab and clinical is necessary to pass.
  - Complete all nursing courses at Caldwell University.

**R.N. to B.S.N. (Online, Hybrid, and On-campus)**

The R.N. to B.S.N. Track requires the completion of eight nursing courses (33 credits). The courses can be taken online or on campus. The R.N. to B.S.N. curriculum encompasses 120 credits in total that includes up to 30 credits awarded for the R.N. license, 61 credits Liberal Arts Core, and 31 nursing credits. Students may transfer 61 credits Liberal Arts Core credits if equivalent courses already completed or complete the courses at Caldwell University. Students must have a minimum grade of C for the nursing prerequisites (25 credits).

**LIBERAL ARTS FOUNDATIONAL AND ENRICHED CORE** (36 credits)

- Communication and Media Studies (3)
- English Literature & Writing (6)
- Fine Arts (3)
- Modern Language (3)
- History (3)
- Math (3)
- Philosophy (3)
- Theology (3)
- Catholic & Dominican Tradition (3)
- Global Awareness & Cultural Understanding (3)
- Ethical Inquiry & Applications (3)

**NURSING PREREQUISITES** (25 credits)

- BI 203 Human Anatomy & Physiology I with Lab (4)
- BI 204 Human Anatomy & Physiology II with Lab (4)
- CH 110 Principles of Chemistry with Lab (4)
- PS 150 General Psychology I (3)
- SO 101 Introduction To Sociology (3)
- BI 315N Microbiology with Lab (4)
- MA 207 or PS 208 Statistics (3)

NURSING COURSES (31 credits and up to 30 credits awarded for R.N license)

- NU 219 The Professional Nurse: Introduction to Practice at the Baccalaureate Level (2)
- NU 303 Health and Cultural Assessment Across the Lifespan (5)
- NU 305 Pathophysiology (4)
- NU 308 Nursing Research and Evidence-Based Practice (3)
- NU 310 Pharmacology (3)
- NU 415 Leadership, Finance and Healthcare Policy in Nursing (4)
- NU 418 Transition to Professional Nursing (3)
- NU 419 Professional Nursing II for R.N.s (2)
- NU 420 Community and Public Health (5)

### **Requirements Upon Entering Nursing (NU) Courses**

Traditional, transfer and second degree students must satisfy all liberal arts and science requirements prior to enrolling in the nursing (NU) course sequence.

Prior to beginning Nursing (NU) courses students must:

- Meet all health requirements
- Comply with CDC recommended immunization guidelines
- Complete the approved \*criminal background check and urine drug test
- Obtain professional liability insurance
- Complete American Heart Association CPR certification, Basic Life Support for the health-care provider
- Complete standardized testing

*\*required for licensure*

### **Probation and Dismissal**

All students in the nursing major must maintain a cumulative GPA of 2.75 or higher. Students will be placed on probation if their cumulative GPA falls below 2.75. A student will be dismissed if his/her cumulative GPA falls below 2.75 for two consecutive semesters. Students will be dismissed from the program if they receive a grade of less than C+ (2.5) in NU 219, NU 301, NU 303, and/or NU 305.

Once dismissed, a student may not apply for reinstatement in the nursing major.

Nursing students will be placed on academic probation if they receive a grade of C or lower in any nursing course, with the exception of NU 219, NU 301, NU 303 and NU 306. A grade of C or lower in any of these four courses will result in dismissal from the program.

Students taking nursing (NU) courses will be dismissed for the following circumstances:

- An earned grade of less than "C+" (2.5) in NU 219, NU 301, NU 303 and /or NU 305
- Two NU course grades of less than "C+" (2.5).
- More than one withdrawal from NU courses
- A withdraw from any NU course will be evaluated by faculty for ability to remain in the program
- Unsafe clinical practice as evaluated by a faculty member
- Violation of nursing and/or university policies
- A cumulative GPA of less than 2.75 for two consecutive semesters
- A student dismissed from the nursing major cannot apply for reinstatement in the major.



## STATEMENT OF OUTCOMES ASSESSMENT

Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education have been achieved. The program uses data from outcomes assessment tools (students, alumni and employer) for curriculum development and revision. Additional outcome measures may include but are not limited to NCLEX® results, standardized test results, advisory board communications, and graduation rates.

Standardized examinations are used throughout the program to enhance NCLEX-RN® preparedness. Based on student standardized examination performance, an individualized remediation plan is developed and completed to foster NCLEX-RN® success. Students who do not meet the benchmark on the standardized exam must remediate and show evidence of completion of the remediation prior to progression to the next course. Course syllabi clearly indicate when the standardized examinations and remediation are included as course requirements.

The “Letter of Completion” will be sent to the New Jersey Board of Nursing when the student has successfully fulfilled all nursing major requirements that includes but is not limited to completion of the baccalaureate curriculum, standardized testing and remediation, and a selected NCLEX-RN® review course.

## COURSE DESCRIPTIONS

### **NU 219 The Professional Nurse: An Introduction to Practice (2)**

This course provides students with an introduction to the identity, values, philosophy, standards, and challenges that define and underlie current and future professional nursing practice. Students will have the opportunity to discuss attributes, standards and criteria for professionalism in nursing as well as identify and learn about the basic elements that create a strong foundation required for successful nursing practice. These include history and current/future trends in professional nursing, current professional nursing roles, methods and philosophical basis for knowledge and skills acquisition, the role of critical thinking and application of evidence-based principles to nursing intervention, beginning development of strong professional communication skills, information literacy and the ability to access and cite appropriate resources to guide the development and delivery of professional nursing care. **2 lecture hours**

### **NU 301 Fundamentals of Nursing (6) (3/1/2)**

This course focuses on concepts fundamental to nursing practice such as hygiene, comfort, assistance with activities of daily living, safe patient handling, pain, sepsis and sterile technique. Students will be introduced to the philosophy of nursing and professional practice. Using the nursing process, the role of the nurse in health promotion, prevention of illness, and assisting diverse individuals and families to attain optimal health throughout the life span will be emphasized as well as end of life care. Guided clinical experiences with selected clients will be provided to facilitate student’s acquiring the knowledge, attitudes and skill relevant to patient centered care, teamwork and collaboration, safety and

informatics. **3 lecture hours; 3 lab hours; 6 clinical hours**

### **NU 303 Health and Cultural Assessment Across the Lifespan (5) (3/2)**

This course focuses on the concepts and principles of physical health assessment of diverse individuals across the lifespan, including vulnerable populations. The role of the nurse in the organized and systematic approach to health assessment is emphasized. The student will utilize interviewing techniques to obtain and record a comprehensive health history, and apply the clinical skills of inspection, palpation, percussion and auscultation to perform a physical examination. An appreciation of the impact of culture and patient belief systems on healthcare practices is developed. Practice experiences will provide opportunities to develop competence in identifying, describing, and recording findings for diverse populations. **3 lecture hours; 6 lab hours**

### **NU 305 Pathophysiology (4)**

This course focuses on concepts of pathophysiological alterations and major regulatory mechanisms of the body, as they relate to the nursing care of diverse populations in a holistic and caring framework. Expanding on prerequisite Anatomy and Physiology, Chemistry and Microbiology, this course focuses is on disease etiology, clinical presentation and appropriate treatment of the disease processes utilizing nursing process. This course provides a review of selected therapeutic and diagnostic regimens incorporating collaboration and delegation principles with other healthcare providers. Clinical manifestations and human responses to altered body functions in diverse populations throughout



the lifespan are emphasized. Students acquire an understanding of nursing process in the management of illnesses utilizing evidence based practices. **4 lecture hours**

#### **NU 306 Adult Health Nursing I (8) (4/2/8)**

This course integrates knowledge from content from fundamentals of nursing, pathophysiology and health assessment. The central focus is on the role of the professional nurse in caring for and assisting adult and geriatric patients with common and chronic health problems and their families to manage their health. Emphasis will be on concepts of health promotion, risk reduction and disease prevention. **4 lecture hours; 3 lab hours; 8 clinical hours**

#### **NU 308 Nursing Research and Evidence-based Practice (3)**

This course focuses on developing critical thinking and information technology skills necessary to access, analyze, evaluate and apply evidence-based scientific literature to nursing practice. Principles of research methodology and the relationship of nursing research to evidence-based practice and the nursing process are discussed. Students will formulate research questions based on clinical observation and practice the process of summarizing a body of research-based information related to these questions for application to evidence-based practice situations. Students will explore the role of the nurse related to the ethical conduct of human subjects research. **3 lecture hours**

#### **NU 310 Pharmacology (3)**

This course introduces the student to the history, legal responsibilities and standards that impact the use and administration of medications to clients in a safe manner utilizing evidence based practice. The application of the nursing process and the effects of pharmacological therapy throughout the lifespan, including end-of-life care, are emphasized utilizing a holistic and caring framework. Mathematical concepts and the role of the nurse in medication administration regarding delegation and safety in varied healthcare settings are also taught. All the major drug classes are explored as well as their utilization in diverse populations. **3 lecture hours**

#### **NU 411 Parent Child/Pediatric Nursing (8) (4/0/4)**

This course focuses on patient/family centered care utilizing culturally sensitive approaches to address the health care needs of women, children and families from diverse populations. Emphasis is on the provision of evidence-based care encompassing health promotion and disease prevention, safety and risk reduction, during childhood, adolescence and the childbearing stages of life. Principles related to childbearing, parenting, growth and development and mother/baby safety issues for clients and their families will be studied. The student will explore nursing care focusing on common health problems of women, infants, children and adolescents as well as end of life issues for the perinatal and

pediatric client. Competency for safe drug dosage calculation for the perinatal and pediatric client will be measured. **4 lecture hours and 12 clinical hours**

#### **NU 412 Psychiatric-Mental Health Nursing (4) (2/0/2)**

This course is focused on the integration and application of bio-psycho-social concepts to promote health and provide nursing care for people and populations experiencing vulnerabilities and alterations in mental health across the lifespan. Students will develop and practice health assessment and health promotion strategies, plans of care, therapeutic communication skills, nursing interventions, medication management, and rehabilitative processes in both inpatient and outpatient settings to provide knowledgeable, sensitive, holistic nursing care for individuals and groups with a variety of acute and chronic mental health conditions. **2 lecture hours and 6 clinical hours**

#### **NU 415 Leadership, Finance, and Health Care Policy in Nursing (4)**

This course explores organization and management, financing, and reimbursement of health care services within complex, rapidly-changing healthcare delivery systems. It includes a review of regulatory agency policies that impact nursing practice, scope and roles. Students will demonstrate basic knowledge of health care policy, finance and regulatory environments including local, state, national and global healthcare trends. Important legal, ethical, political and advocacy principles and their impact on health care, especially for vulnerable populations, are emphasized, with particular focus on equity, access, affordability, and social justice. Ethical decision making and conflict resolution skills are developed. Students will examine professional nurse obligations including requirement for nurses to engage in lifelong learning. Students will also develop clinical prioritization and delegation skills critical to effective health care delivery. **4 lecture hours**

#### **NU 416 Adult Health II (8) (4/0/4)**

This course is focused on combining best evidence with planning and implementation of appropriate nursing interventions to plan and provide care for adults with acute health problems. Students will develop skills in critical thinking, problem-solving and clinical judgment to render evidenced-based care in a variety of acute-care patient situations. Students will assess, analyze, plan, implement, and evaluate the nursing care of adult patients in acute care under direct supervision. Safe, comprehensive nursing care for patients with a wide range of disorders will be addressed as well as the need for patient teaching, advocacy, inter-disciplinary communication, and continuity of care as the patient returns to the community. Cultural, spiritual, and ethical/legal issues related to serious illness and the end of life, including the nurse's role in organ donation and hospice care, will be presented. Particular acute care situations, such as disasters and emergencies, are addressed. **4 lecture hours and 12 clinical hours**

**NU 418 Transition to Professional Practice (3)**

The focus of this course is on the transitional issues of the graduate into professional practice. Topics related to legislative and economic issues of the health care delivery system are explored. Legal and ethical issues as they impact health care delivery are discussed and debated. Future trends in nursing and health care and the role of the nurse and professional organization in health promotion are discussed. Student will have the opportunity to analyze and integrate various clinical practice issues using case studies, peer-reviewed journal articles and guided discussion with peers. An action plan for NCLEX preparation will be developed and implemented. **4 lecture hours**

**NU 419 Professional Nursing 2 for R.N.s (2)**

This course introduces the registered nurse student to the philosophy of nursing within the baccalaureate curriculum. The interrelationships between nursing theory, practice, education and research are discussed as foundations for understanding nursing theorists, the nursing process, and the impact of nursing research on practice. Current and emerging roles and responsibilities of the professional nurse are compared and contrasted with other nursing roles as well as with other health professionals.

**NU 420 Community and Public Health (5) (3/0/2)**

This course focuses on the application of nursing science and public health concepts to develop strategies to address health problems in the community. The framework of primary, secondary, and tertiary levels of prevention is utilized in the provision of community and population focused care. Determinants of health and disease patterns will be analyzed in the United States and in the global context to improve health for all. Selected community resources will be utilized for guided clinical experiences to meet the needs of the client while providing community-based, public health and community healthcare. **3 hours lecture; 5 hours clinical**

**THOMSON J. LING, Ph.D.**

The department offers a B.A. in Psychology. Students who major in psychology may aspire to membership in Psi Chi, the National Honor Society in Psychology.

For students interested in a later career in art therapy, the department offers a double major in art and psychology with an art therapy concentration in conjunction with the Department of Art (please see description of the double major below and under the Department of Art section for more details).

Qualified undergraduate psychology majors may also take advantage of the opportunity to pursue their M.A. in Counseling in an accelerated manner through the combined B.A./M.A. program with any of three areas of specialization: mental health counseling, school counseling, or art therapy (please see description of the combined B.A./ M.A. program below).

Undergraduate psychology majors may also avail themselves of a combined B.A. in Psychology/M.S. in Occupational Therapy program. In affiliation with Columbia University, qualified students take three years of coursework at Caldwell University and then two years at Columbia University (please see description of the combined B.A. in Psychology/ M.S. in Occupational Therapy program below).

The university also offers the opportunity to pursue a combined B.A. in Psychology/M.A. in Applied Behavior Analysis (ABA). Additional information can be found in the *Graduate Catalog*.

**Requirements for a Psychology Major**

<u>DEGREE: B.A. in Psychology</u>	
Liberal Arts Core (see page 38) .....	49 credits
Psychology .....	30 credits
Open Electives .....	41 credits
Total .....	120 credits

**STUDENTS WHO MAJOR IN PSYCHOLOGY MUST COMPLETE THE FOLLOWING SEVEN REQUIRED COURSES** (18 credits towards the major and 3 credits towards the liberal arts core):

- PS 150 General Psychology I (liberal arts core requirement for psychology majors)
- PS 207 General Psychology II
- PS 208 Psychological Statistics
- PS 232 Psychology of Personality
- PS 309 Psychopathology
- PS 325 Philosophical and Historical Trends in Psychology
- PS 402 Experimental Psychology

In addition to the above required courses, students must take an additional four psychology electives (12 credits). Two of the four elective courses in psychology must be 300-level or higher. In addition, at least one of these 300-level electives must be taken from the following courses:

- |                                 |                               |
|---------------------------------|-------------------------------|
| PS 304 Biopsychology            | PS 326 Cognitive Psychology   |
| PS 323 Sensation and Perception | PS 328 Psychology of Learning |

## DOUBLE MAJOR IN PSYCHOLOGY AND ART (ART THERAPY TRACK)

### Requirements for Double Major with Art Therapy Concentration

DEGREE: B.A. in Psychology and B.A. in Art	
Liberal Arts Core (see page 38) .....	44 credits
(Note: CS 115 waived; PS 150 must be taken for core credit)	
Psychology (see track below) .....	30 credits
Art (see requirements under Department of Art) .....	44 credits
Total .....	120 credits

Psychology majors with a double major in art must complete the seven required psychology courses (18 credits towards the psychology major plus three credits towards the liberal arts core) for the major (see above), plus the following four additional psychology and art therapy courses (12 credits) for a total of 30 credits:

### Additional Required Psychology Courses (12 credits):

PS 211	Child Psychology
PS 216	Adolescent Psychology
AT/PS 230	Introduction to Art Therapy
AT/PS 320	Art Therapy in Practice

## COMBINED B.A. IN PSYCHOLOGY/ M.A. IN COUNSELING (ALL OPTIONS)

The combined B.A./M.A. program is available for three different tracks in counseling: specialization in mental health counseling, specialization in school counseling, and specialization in art therapy. It is designed to facilitate the ongoing academic accomplishments of students who have established a record of excellence in psychology or in psychology/art therapy at the undergraduate level. Acceptance into the program will allow up to 12 psychology credits to be "double-counted" toward both the B.A. in Psychology and M.A. in Counseling. The student pays undergraduate tuition for graduate courses taken prior to completing the bachelor's degree, which is awarded upon completion of the bachelor's requirements.

Note that the 12 double-counted credits will be designated as "applicable to the graduate degree" only after the student receives the bachelor's degree and matriculates into the master's program, which designation will be canceled if the student withdraws from graduate study before completing the master's program. In that case, Caldwell University will count those credits only towards the student's undergraduate degree. Note also that grades below B in a graduate-level courses will necessitate that the student retake that course. Students will only be permitted to take one graduate course per semester while still an undergraduate (under special circumstances, with permission a student may take two).

### Admissions Requirements

Students may apply in the semester prior to the semester during which they intend to begin the combined degree program.

- Completion of at least 60 undergraduate credits with a minimum 3.3 overall GPA (this minimum must be maintained also for the remainder of the undergraduate coursework).
- Psychology majors: For those undergraduate students with a psychology major who wish to pursue the mental health counseling specialization, school counseling specialization, or the art therapy specialization, completed courses should include PS 208 Psychological Statistics, PS 402 Experimental Psychology, and PS 309 Psychopathology, and two courses from the following: PS 150/207 General Psychology, PS 232 Psychology of Personality and a course in human development. Students who wish to pursue the school counseling specialization should have completed PS 208 Psychological Statistics and PS 402 Experimental Psychology, and one of the following: child/adolescent development or

another course in human development (or their equivalents, if the student has transferred to Caldwell University).

- Double-majors with an art therapy concentration: For those undergraduate students with an art major who wish to pursue the art therapy specialization, completion of at least three of the M.A. program's undergraduate psychology prerequisites and AR 111 Drawing, AR 113 2D Design, and AR 118 3D Design (or their equivalent).
- Two letters of recommendation from undergraduate faculty in psychology and/or art (forms provided).
- Submission of an APA style paper.
- Personal or group interview with program coordinator.
- Completed graduate application form.

### **Curriculum Substitutions**

Students may fulfill undergraduate program requirements or electives with graduate courses according to the tables below.

#### **Toward an M.A. in Counseling – all options:**

<u>UNDERGRADUATE COURSE</u>	<u>GRADUATE SUBSTITUTE</u>
PS 318 Cross-Cultural Counseling . . . .CPS 653	Multicultural Counseling
PS 330 Psychology of Addiction . . . .CPS 637	Substance Abuse Counseling
PS 201 Human Growth . . . . .CPS 667	Lifespan Development & Development

#### **Additional Substitution for M.A. in Counseling with Mental Health Counseling Specialization:**

<u>UNDERGRADUATE COURSE</u>	<u>GRADUATE SUBSTITUTE</u>
PS 310 Career Counseling . . . . .CPS 633	Career Counseling
PS 313 Counseling Psychology . . . .CPS 520	Introduction to Mental Health Counseling
PS 326 Cognitive Psychology . . . . .CPS 619	Counseling Practice Seminar: Cognitive & Behavior Theories

#### **Additional Substitutions for M.A. in Counseling with Art Therapy Specialization:**

<u>UNDERGRADUATE COURSE</u>	<u>GRADUATE SUBSTITUTE</u>
PS 310 Career Counseling . . . . .CPS 633	Career Counseling
AT 310 Art Therapy Methods . . . . .CAT 507	Art Therapy Methods in Counseling
AT 320 Art Therapy in Practice . . . . .CAT 501	History & Development of Art Therapy And . . . . .One CAT Elective with Advisement

#### **Additional Substitutions for M.A. in Counseling with School Counseling Specialization:**

<u>UNDERGRADUATE COURSE</u>	<u>GRADUATE SUBSTITUTE</u>
PS 310 Career Counseling . . . . .CPS 505	College and Career Counseling for School Counselors
PS 313 Counseling Psychology . . . .CPS 500	Introduction to School Counseling
PS 326 Cognitive Psychology . . . . .CPS 673	Foundations of Brief Counseling Modalities

## **COMBINED B.A. IN PSYCHOLOGY/ M.S. IN OCCUPATIONAL THERAPY**

This combined five-year B.A./M.S. option provides Caldwell University psychology majors with the opportunity to take three years of coursework at Caldwell University and then two years at Columbia University. Upon successful completion of all requirements by the student, the final products are a B.A. in Psychology from Caldwell University and an M.S. in Occupational Therapy (OT) from Columbia.

Students are NOT guaranteed admission or a seat in the Columbia OT program by entering into this option at Caldwell University. Rather, students must separately apply for admission to the Columbia OT program when they are eligible to apply. The decision for admission to the Columbia OT program is made solely by the Columbia OT program.

If a Caldwell University student is NOT accepted into the Columbia OT program, however, then the student must complete all requirements for their 4-year degree at Caldwell University to obtain the B.A. in Psychology. This includes taking the coursework at Caldwell University that is required of typical psychology majors along with completing the required number of credits for graduation.

If students are successfully admitted into the OT program at Columbia, then satisfactory completion of the first year courses at Columbia will "double count." This means that they will fulfill some portion of the requirements for graduation from Caldwell University with the B.A. in Psychology as well as the first year required coursework for the M.S. in OT at Columbia. This will allow students to complete a B.A. in Psychology (from Caldwell University) and an M.S. in OT (from Columbia) in a shorter time than is typical of separate degree programs.

The Psychology Department at Caldwell University will approve transfer credit for certain psychology courses taken in the first year in Columbia's M.S. in OT program to count towards the Caldwell University psychology major. Some of these will count towards elective psychology courses while others count towards required psychology courses (see below for identification of these courses). The remaining first year Columbia M.S. in OT program courses will count as elective credit towards completing the balance of the credit requirements (120 credits) for graduation with a bachelor's degree from Caldwell University.

### **Program Requirements**

#### **A. Coursework taken at Caldwell University for B.A. in Psychology (91 credits)**

The 91 credits that are taken at Caldwell University come from three different sources: the core curriculum, specific courses drawn from the psychology major, and additional science courses required for later admission into the Columbia OT program. The breakdown of these courses follows below:

##### **I. Core Curriculum (49 credits)**

During their 3 years at Caldwell University, all students must complete the requirements for the Caldwell University liberal arts core curriculum. A total of 49 credits must be taken to fulfill the core requirements. Two specific courses **MUST** be taken at Caldwell University by students in the combined B.A. in Psychology/M.S. in OT program:

1. Students **MUST** take BI 101 General Biology I (3 credits) and BI 101L General Biology I Lab (1 credit) to fulfill their biological sciences component of the natural and physical sciences core requirement.
2. Students **MUST** take PS 150 General Psychology I (3 credits) to fulfill one of their social sciences core requirements. (This course is also required for all psychology majors).

**II. Psychology (18 credits)**

During their three years at Caldwell University, all students must complete the following courses to partially fulfill the requirements for the Caldwell University B.A. in Psychology (the remainder of the B.A. in Psychology requirements will be fulfilled in the student's first year in the Columbia M.S. in OT program). A total of 18 credits must be taken:

- PS 201 Human Growth and Development (3 credits)
- PS 207 General Psychology II (3 credits)
- PS 232 Psychology of Personality (3 credits)
- PS 208 Psychological Statistics (3 credits)
- PS 325 Philosophical & Historical Trends in Psychology (3 credits)
- Another PS 300-level course (EXCEPT PS 304 Biopsychology) (3 credits)

**III. Additional Required Sciences Coursework (12 credits)**

During their three years at Caldwell University, all students must complete additional biological and natural science courses that are required for later entry into the Columbia M.S. in OT program. These courses will count as free elective credit towards partial fulfillment of the 120 credit requirement for graduation from Caldwell University (the remainder of the credit requirements will be fulfilled in the student's first year in the Columbia M.S. in OT program). The following courses must be taken at Caldwell University:

- BI 102 General Biology II (3 credits)
- BI 102L General Biology II Lab (1 credit)
- BI 207 Vertebrate Anatomy and Physiology (3 credits)
- BI 207L Vertebrate Anatomy and Physiology Lab (1 credit)
- PY 201 General Physics I (3 credits)
- PY 201L General Physics I Lab (1 credit)

**IV. Electives (12 credits)**

**B. Coursework taken at Columbia University for Transfer to Caldwell University B.A. in Psychology (30 credits)**

During the student's first year in the Columbia M.S. in OT program, 30 credits will be transferred to complete the Caldwell University B.A. in Psychology requirements. Twelve (12) of these credits will count specifically towards fulfillment of the psychology major (see below) while the remaining 18 credits will count as free elective credit. The first year Columbia M.S. in OT courses that will count as Caldwell University transfer credit towards the B.A. in Psychology are:

**Columbia first year OT courses:**

- OTM 6103 Neuroscience I, and
- OTM 6104 Neuroscience II
- OTM6 112 Group Dynamics
- OTM6 571 Research Methods
- OTM6 578 Psychopathology

**Substitutes for:**

- PS 304 Biopsychology  
*(B.A. in Psychology elective)*
- PS 261 Interpersonal Relations  
*(B.A. in Psychology elective)*
- PS 402 Experimental Psychology  
*(B.A. in Psychology requirement)*
- PS 309 Psychopathology  
*(B.A. in Psychology requirement)*

## COMBINED B.A. IN PSYCHOLOGY/ M.A. IN APPLIED BEHAVIOR ANALYSIS

Qualified undergraduate psychology majors may take advantage of the opportunity to pursue their M.A. in Applied Behavior Analysis in an accelerated manner through the combined B.A./M.A. program. It is designed to facilitate the ongoing academic accomplishments of students who have established a record of excellence in psychology at the undergraduate level. Acceptance into the program will allow up to 12 psychology credits to be "double-counted" toward both the B.A. in Psychology and M.A. in Applied Behavior Analysis. The student pays undergraduate tuition for graduate courses taken prior to completing the bachelor's degree, which is awarded upon completion of the bachelor's requirements.

Note that the 12 double-counted credits will be designated as "applicable to the graduate degree" only after the student receives the bachelor's degree and matriculates into the M.A. graduate program, which designation will be canceled if the student withdraws from graduate study before completing the master's program. In that case, Caldwell University will count the credits only towards the student's undergraduate degree. Note also that grades below B in required graduate-level courses will necessitate that the student retake that course; grades below B in an elective graduate-level course will necessitate that the student either re-take the course or take another graduate-level course in substitution. Students will only be permitted to take one graduate course per semester while still an undergraduate (under special circumstances, with permission a student may take two).

Students may apply in the semester prior to the semester during which they intend to begin the combined degree program.

- Completion of at least 60 undergraduate credits with a minimum 3.5 overall GPA (this minimum must also be maintained for the remainder of the undergraduate degree completion)
- Completion of at least 12 undergraduate psychology credits including PS 150 and PS 207 (General Psychology I and II)
- Two letters of Recommendation from undergraduate faculty in psychology
- Personal interview
- Completed graduate application form
- GRE/MAT will be waived for students who matriculate through the combined degree program.

### **Curriculum Substitutions**

#### **9 credits of required substitutions:**

##### **Taking this graduate course:**

ABA 537 Intro to Applied Behavior Analysis  
(Required for M.A. in ABA)

ABA 526 Behavior Analysis and Learning

ABA 510 Survey of Research Methods  
and Statistics

##### **Substitutes for this undergraduate course:**

PS 312 Applied Behavior Analysis

PS 328 Psychology of Learning

PS 402 Experimental Psychology

#### **3 credits of elective substitutions from the following:**

##### **Taking this graduate course:**

ABA 535 Biopsychology

or

ABA 627 Psychopharmacology

ABA 553 Assessing Autism Interventions

or

ABA 645 Developmental Disabilities

ABA 521 Cognitive Psychology

##### **Substitutes for this undergraduate course:**

PS 304 Biopsychology

PS 275 Overview of Autism

PS 326 Cognitive Psychology

(Note: ABA 510 is a prerequisite for this course)



## STATEMENT OF OUTCOMES ASSESSMENT

The successful completion of an APA-style paper in psychology that demonstrates critical thinking and the use of academic sources. In addition, the successful completion of an outcomes test given in an upper-level psychology course that assess major concepts, theoretical perspectives, empirical findings, historical trends, and basic research methods in psychology.

## MINOR IN PSYCHOLOGY

### Requirements for a Psychology Minor

Students who minor in psychology must complete seven courses (18 credits towards the minor plus 3 credits towards the liberal arts core). Four courses are required and three courses are electives.

#### REQUIRED COURSES:

- PS 150 General Psychology I
- PS 207 General Psychology II
- PS 232 Psychology of Personality
- PS 309 Psychopathology

Students must attain a grade of C or better in all courses applied to the psychology minor.

## COURSE DESCRIPTIONS

### PS 150 General Psychology I (3)

An introduction to the main theories, methods, and principles of psychology. This course is a social sciences Liberal Arts core requirement for all students who wish to become Psychology majors and is required for further study in the field. Topics will include a brief history of psychology, critical thinking, human development, motivation, emotion and stress, personality, social psychology, and psychopathology.

### PS 201 Human Growth and Development (3)

Discusses physical, cognitive, social, and emotional development from the prenatal period through adolescence. Genetic, environmental, and socio-cultural influences are considered.

### PS 207 General Psychology II (3)

This course continues the examination of the main theories, methods, and principles of psychology begun in PS 150. This course is required for further study in the field. Topics will include research methods, an introduction to descriptive statistics, the process of writing a literature review paper in APA style, neuroscience, consciousness, sensation and perception, learning, memory, thinking and language. **Prerequisite: PS 150.**

### PS 208 Psychological Statistics (3)

Introduces statistical methods as applied to the social sciences. Topics include frequency distributions, graphs, measures of central tendency, variability, correlation, sampling errors, chi-square, and ANOVA. **Prerequisite: MA 105 or MA 112.**

### PS 209 Prenatal and Infant Psychology (3)

This course examines physiological, social, psychological, and cognitive development from conception until the end of the second year of life. Topics include genetic and chromosomal factors, pregnancy, birth, temperament, sensorimotor intelligence, attachment, emotions, language, personality development, and family and community interaction.

### PS 210 Child Psychopathology (3)

Explores patterns and possible causes of emotional and behavioral problems in children. The course also examines treatment methods used with children and effective parenting styles.

### PS 211 Child Psychology (3)

This course examines physiological, social, psychological, and cognitive development from age three until the beginning of adolescence. Topics include brain, motor, emotional, personality, cognitive, and language development, gender roles, play, divorce, child maltreatment, and family and community interaction.

### PS 215 Human Sexuality (3)

Examines the physical, social and psychological aspects of the sexual experience. The student learns how sexuality relates to reproduction, intimacy, attraction, values, the life cycle, and inhibitions and dysfunctions. Current issues in pregnancy, birth control, and sexual preference are discussed.

### PS 216 Adolescent Psychology (3)

This course examines physiological, social, psychological, and cognitive development from the beginning to the end of adolescence. Topics include puberty and sexual development, identity, peer interaction, drug and alcohol use and abuse, suicide, and family and community interaction.

### AT/PS 230 Introduction to Art Therapy (3)

This course offers an introduction to the art therapy profession. Students will learn about the interface of art and therapy, as well as basic theory and application. Students will participate in experiential art exercises which will provide exposure to the use of the creative process of communicating through art. **Prerequisite:** PS 150.

### PS 232 Psychology of Personality (3)

Studies major theoretical approaches to personality structure and dynamics, the disorganization of the personality, and problems involved in personality assessment. Theorists studied include: Freud, Jung, Adler, Horney, May, Maslow, Rogers and Skinner.

### PS 235 Psychology of Women (3)

Discusses the psychological effects of global patriarchy on the lives of women. Topics include gender stereotypes, sexuality, body image, mental health, and violence against women.

### PS 261 Interpersonal Relations (3)

Provides an experiential seminar in group dynamics and interpersonal effectiveness. Sensitivity training techniques will be used to illustrate and to discuss skills in communication, listening, and confrontation in social and business situations. The aim is to foster win/win situations. Group interaction exercises and discussions will be used to enhance these skills.

### PS 275 Overview of Autism (3)

This course is designed to familiarize students with autism spectrum disorders. Specifically, students will focus on the characteristics of autism, the assessment process for diagnosis, and the etiological theories for the development of autism. Students will also learn about current evidence-based treatments and pseudoscientific fads in autism treatment. In addition, the course will focus on applied behavior analysis (ABA) as an intervention and review techniques for teaching new skills and reducing problem behaviors in individuals with autism.

### PS 304 Biopsychology (3)

An overview of the physiological processes relating to human behavior. Topics include the central nervous system, neurotransmitter and neurohormonal functioning, the biological basis for emotions, perception, motivation and brain disorders. **Prerequisites:** PS 150 and PS 207.

### PS 306 Psychology of Adulthood (3)

Explores developmental changes in early, middle and late adulthood. Topics include marriage and family relationships, physical changes, and mental and emotional growth and well-being.

### PS 309 Psychopathology (3)

Examines the symptoms, causes, diagnosis and treatment of psychological disorders. **Prerequisites:** PS 150 and PS 207.

### PS 310 Career Counseling (3)

Introduces students to the field of vocational counseling. Examines theories of career development, explores counselor interviewing skills, and presents assessment instruments and strategies. Topics include life-span career development and career counseling with special populations such as adults in transition and individuals with disabilities.

### PS 312 Applied Behavior Analysis (3)

Course applies principles and procedures of applied behavior analysis (ABA) to children and adults in school, home and business settings. Topics and activities include goal setting, reinforcement procedures, schedules of reinforcement, stimulus control, shaping, behavioral objectives, observation and recording, and designing token economies for behavioral change. **Prerequisites:** PS 150 and PS 207.

### PS 313 Counseling Psychology (3)

Examines counseling theories and the counseling relationship. The course also includes family and group counseling and career counseling

### PS/SO 314 Social Psychology (3)

Examines socio-cultural, group and interpersonal influences on behavior. Topics include attitudes, communication, persuasion, mind control, social learning, psychic trauma, aggression, altruism, attraction, prejudice and applications of psychology to the courts.

### PS 318 Cross-Cultural Counseling (3)

Examines cross-cultural influences on understanding the causes, definition and treatment of psychological disorders. Course emphasizes racial/cultural identity development, world views, needs and communication styles of culturally different clients and counselors, and the use of culturally different treatment methods.

### PS 319 Psychological Testing (3)

Examines the theory, development and applications of psychological, educational and occupational tests. Includes intelligence, achievement and ability tests and projective and objective personality tests. Considers theoretical concepts such as the reliability and validity of tests.

### PS 321 Human Motivation (3)

Explores current theories and research in motivation; needs for approval and achievement, affiliation, love, and affection; self-preservation, self-actualization, aggression and assertiveness.

### PS 322 Educational Psychology (3)

Examines areas of psychology relevant to the educational process. Topics include: theories of instruction, teaching and learning styles, classroom management and motivation, individual differences and the exceptional child.

### **PS 323 Sensation and Perception (3)**

Examines the processes underlying how we experience (sense) and interpret (perceive) the world around us. Emphasis will be placed on the function and structure of the various sensory systems and their corresponding processing centers in the brain. **Prerequisites: PS 150 and PS 207.**

### **PS 324 Forensic Psychology (3)**

Considers the ethical and legal responsibilities of the psychologist. The course also examines the role of the psychologist in the courts. Topics include the insanity defense, patients' rights, eyewitness testimony, criminal investigation and factors in jury decisions.

### **PS 325 Philosophical and Historical Trends in Psychology (3)**

Discusses historical and contemporary issues in psychology. Course involves seminar presentations on selected topics. **Prerequisites: PS 150 and PS 207.**

### **PS 326 Cognitive Psychology (3)**

Examines the cognitive processes broadly referred to as "thinking." Emphasis will be placed on a discussion of memory models, consciousness, attention, language, concept learning, reasoning, problem-solving, and neural networks. Classical theories and experiments in these areas will be reviewed. **Prerequisites: PS 150 and PS 207.**

### **PS 328 Psychology of Learning (3)**

Examines historical and contemporary issues in learning. Topics include respondent and operant learning principles, stimulus control, reinforcement, shaping, verbal behavior, imitation, data analysis, etc. Students will conduct projects in which they will apply principles of learning to real-world situations.

### **PS 330 Psychology of Addiction (3)**

Examines the physical, psychological and social aspects of drug dependence and of other addictive behaviors such as eating disorders and gambling. The course also discusses family dynamics, dual disorders, treatment and prevention, and relapse and recovery issues.

### **PS 335 Health Psychology (3)**

Provides an introduction to the biological, psychological, and social factors that interact to influence physical health and illness. The course examines research on the application of psychological models to the maintenance of health and to the prevention and treatment of illness. Topics include lifestyle choices and health; stress and stress management; pain and pain management; psychoneuroimmunology; chronic illness; adherence to medical treatment recommendations; and alternative medicine.

### **PS 336 Positive Psychology (3)**

Examines the variables and processes critical to understanding and achieving personal success and fulfillment. Included will be a discussion of the concepts of "flow," optimism, virtue, gratitude, meaning, and emotional intelligence. Course will also examine how concepts in positive psychology can inform interventions in areas such as family and parenting, friendships and romance, recreation and leisure, school, work, and service

### **PS 402 Experimental Psychology (3)**

Focuses on research methods and design as applied to contemporary problems in psychology. The course involves independent research projects. **Prerequisite: PS 208.**

### **PS 410 Special Topics Seminar (3)**

This course will cover various current topics in psychology and will be conducted as a seminar. **Prerequisites: PS 207.**

### **PS 489 Field Internship (3)**

Provides qualified students with the opportunity to acquire supervised field experience.

### **PS 499 Independent Study (3)**

Involves a directed research project on a Psychology topic which is not covered extensively in the course offerings. Student will work under the guidance of a faculty member. **By permission of instructor.**

**CHAired BY BRENDA PETERSEN, M.S.N., R.N., APN-C, CPNP-PC**

The NEW Department of Public Health offers the following degree:

**BACHELOR OF SCIENCE IN PUBLIC HEALTH EDUCATION**

The Bachelor of Science in Public Health Education is an inter-disciplinary program crossing the departments of Natural Sciences, Nursing, Business, Psychology, Political Science and Sociology. The program is based upon 37 credit hours of core liberal arts and enriched core; 25 credit hours major prerequisites; 41 hours of cross-disciplinary major coursework. The program also provides 18 hours of free electives, allowing students the opportunity to earn a minor degree. Students will complete experiential field internships with clinical affiliates which currently include St. Joseph's Regional Medical Center, Paterson New Jersey, ADAPT of Essex County and TeleNurse Network and RWJBarnabas Health.

**Requirements for B.S. in Public Health Education (BSPHE)**DEGREE: Bachelor of Science

Liberal Arts Core (See page 38) (CS 115 Waived) .....	37 credits
Prerequisite Major Core .....	25 credits
Major Interdisciplinary Coursework .....	41 credits
Open Electives.....	18 credits
Total .....	121 credits

LIBERAL ARTS FOUNDATIONAL AND ENRICHED CORE: 37 CREDITS

- Communication Arts (3)
- Art/Music (3)
- English Literature and Writing (6)
- Modern Language (3)
- History (3)
- Math (3)
- Philosophy (3)
- Theology (3)
- Catholic & Dominican Tradition (3)
- Global Awareness & Cultural Understanding (3)
- Ethical Inquiry & Applications (3)
- Freshman Seminar (1)

PREREQUISITES MAJOR CORE: 25 CREDITS

- Human Anatomy & Physiology 1 & 2 (8)
- Chemistry (4)
- General Psychology (3)
- Introduction to Sociology (3)
- Microbiology with Lab (4)
- Psychological Statistics (3)

MAJOR INTERDISCIPLINARY COURSEWORK: 41 CREDITS

- PU/HE/PS/BU/SO/PO (41)

ELECTIVES: 18 CREDITSTOTAL CREDITS FOR DEGREE: 121 CREDITS

STUDENTS PURSUING DEGREE B.S. PUBLIC HEALTH EDUCATION MUST COMPLETE THE FOLLOWING NINE REQUIRED COURSES (Total Major & Interdisciplinary 41 Credits):

**Public Health Major Requirements (26 Credits)**

- HS 101 Medical Terminology
- PU 205 Theory of Health Behavior
- NU 310 Pharmacology
- PU 301 Fundamentals of Epidemiology
- PU 405 Introduction to Public Health
- PS 215 Human Sexuality
- PU 410 Nutrition
- PU 415 Public Health Planning & Evaluation
- PU 489 Field Internship

In addition to the required courses above, students must take an additional five interdisciplinary courses (15 credits) from the following clusters (*with advisement*).

**Interdisciplinary Core (15 Credits)**

***Business Cluster***

- BU 105 Contemporary Business
- BU 110 Business Communications
- BU 221 Marketing
- BU 260 Principles of Management
- BU 235 Choice: From self-management to Leadership
- CS 238 E-Commerce

***Psychology Cluster***

- PS 216 Adol Psych
- PS 207 General Psych II (Prerequisite: PS 150)
- PS 209 Prenatal & Infant Psych
- PS 232 Psych of Personality
- PS 261 Interpersonal Relations
- PS 306 Psychology of Adulthood
- PS 336 Positive Psychology
- PS 309 Psychopathology (Prerequisites: PS 150 and PS 207)
- PS 318 Cross-Cultural Counseling
- PS 322 Educational Psychology
- PS 328 Psychology of Learning
- PS 335 Health Psychology
- PS 321 Human Motivation
- PS 313 Counseling Psychology

***Sociology Cluster***

- SO 323 Soc. of Rac/Cult Groups
- SO 334 Sociology of Medicine
- SO 231 Sociology of Poverty
- SO 330 Soc. of Marriage/Family
- SO 339 Sociology of Aging
- SO 326 Social Inequality

***Political Science Cluster***

- PO 125 Understanding the Political World
- PO 225 American Government
- PO 328 Ethnic Politics
- PO 362 International Relations

## STATEMENT OF OUTCOMES ASSESSMENT

Direct assessment metrics include objective tests, written assignments with rubrics, oral presentations with rubrics and classroom assignments with clearly described learning objectives. Written and oral communication skills will be evaluated with rubrics based upon core competencies and necessary skills for public health education students, such as motivational interviewing techniques which are applied at the community level. Capstone project developed in senior year includes a community health assessment and population-based intervention with evaluation.

**Programmatic Objectives:** At the conclusion of the academic degree program, BSPHE majors will be able to:

1. Examine behavioral, environmental, and genetic factors that enhance or compromise population health status at the individual and community level.
2. Demonstrate effective assessment skills to determine needs, assets and capacity for health education.
3. Provide health promotion and disease prevention advocacy to Individuals groups and communities.
4. Apply ethical principles and values to the practice of promoting population health.
5. Describe and define healthcare delivery systems.
6. Identify resources needed to implement programs of health education and disease prevention.
7. Collect and analyze health promotion and disease prevention data to develop evidence based interventions
8. Provide health education programs to specific populations in a variety of settings.
9. Utilize targeted approaches to assist clients in a variety of settings to increase health literacy
10. Demonstrate effective communication skills in organizing and implementing health promotion programs.
11. Collaborate with clients and health care professionals to maximize health education programs for populations in a variety of settings.
12. Identify and describe interventions to affect policy change affecting public health.

## COURSE DESCRIPTIONS

### **PU 205 Theory of Health Behavior (3)**

Students will receive an overview of how social and behavioral sciences contribute to our understanding of health behavior. This course provides an introduction to health belief theories offering the learner an understanding of the relationship between health belief theories and health promotion and disease prevention interventions. Associations between behavior and selected major health issues will be discussed.

### **PU 301 Fundamentals of Epidemiology (3)**

This course introduces the science of epidemiology and covers the fundamentals of infectious disease epidemiology, environmental epidemiology, and psychosocial behavioral epidemiology. Students will examine the epidemiology of infectious diseases, chronic diseases and their impact on population health. Basic concepts of epidemiology and biostatistics are applied to public health problems to measure and describe population health. Students will apply basic epidemiologic concepts to public health practice to promote public health at the population level.

### **PU 405 Introduction to Public Health (3)**

This course provides Public Health Education majors with a fundamental understanding of the professional field of public health education and other health related fields. Students will identify and explore the theoretical and practical issues in the field of population health locally, nationally and globally. Successful completion of the course provides students with the ability to identify and apply principles of population health teaching to promote health and prevent disease. Students will explore the cultural, social and economic barriers faced by individuals, groups and communities that affect population health. Students will receive an understanding of the role of health educator in promoting health and preventing disease as they identify methods for assessment, planning, implementing and evaluating an intervention for an identified population through academic experiences including experiential learning within the community.

### **PU 489 Field Internship (2)**

Qualified students are given the opportunity to engage in field internship through arrangement with the Department of Public Health and the faculty adviser. Under supervision, students will apply concepts and skills learned in the classroom to gain practical knowledge and experience in a community setting. **Requires Departmental approval.**

## DIRECTED BY JENNIFER NOONAN

The Caldwell University Scholars Program is a nationally recognized nine-credit program that provides top honor students with interdisciplinary intellectual enrichment and scholarships. Participants may use program seminars to meet core requirements or as electives. (See course listing below for substitutions.)

Full-time students with a 3.3 G.P.A. and who will be attending the university at least three more semesters may apply to the program by submitting an application to the Program Director. The program is also open to selected, incoming freshman.

### **Requirements for Scholars Program**

- Acceptance into the program
- Two seminars with "SC" prefix.
- SC 405 Honors Project

To remain in the program, students must maintain a 3.3 G.P.A. and participate in program events. For a seminar to meet program requirements, students must attain a grade of B or better. The Honors Project is graded as pass/fail.

For more information see the Scholars Program homepage on the university Web site.

## COURSE DESCRIPTIONS

### **SC 316 Exploring Women's Studies (3)**

This interdisciplinary study of women's experience provides philosophical, literary and historical perspectives. Readings include the feminist works of Mary Wollstonescraft, Sojourner Truth, Simone de Beauvoir, Betty Friedan, bell hooks and others. **(Core Substitution: EN core2, WS 316)**

### **SC 323 GAIA: A Theory of Ecology (3)**

An attempt to understand the integral complexities of ecology by studying the contemporary theoretical model of GAIA. **(Core Substitution: BI 106)**

### **SC 324 Violence and Political Change (3)**

Analyzes the role of violence in social and political change through in-depth studies of specific historical and contemporary examples. **(Core Substitution: PO 125)**

### **SC 326 Music and the Arts (3)**

Examines the connections between music, art and architecture. **(Core Substitution: MU 122 or Global Understanding cluster of the enriched core.)**

### **SC 330 Ideal Self and Reality (3)**

Explores the conflict between an autonomous, knowable, and stable self and the reality of behavior that is often irrational and unpredictable. Includes determinants of behavior, cross-cultural identity, perception, and mental illness and the self. **(Core Substitution: PS 150)**

### **SC 332 The Family in U.S. Literature (3)**

Analyzes the changing concept of family, family dynamics, and the family-in-society through selections in American literature. **(Core Substitution: EN core2)**

### **SC 340 Utopian Societies (3)**

Studies various models of utopian communities, both real and theoretical, from a variety of sources including literature and history. **(Core Substitution: EN core2 or PS 100)\***

### **SC 342 South Africa: From Apartheid to the Rainbow Nation (3)**

This course will examine the history, politics, and culture of South Africa from the beginnings of Apartheid to the present. The main goals of the course will be to understand the origins and nature of the apartheid state, the anti-apartheid movement and the eventual dismantling of apartheid, the major achievements of post-apartheid South Africa, and the most significant challenges facing the country today. The course will combine readings in history, politics, economics, and sociology with literature, film, and music to provide a broad overview of South African society and culture. **(Core Substitution: HI 102, OR, this course fulfills the global awareness and cultural understanding cluster in the enriched core)**



**SC 346 Art and Visual Culture of the 1960s (3)**

This course provides an in-depth examination of the art and visual culture of the 1960s. By studying paintings, sculptures, and architecture in addition to posters, magazines, album covers, television and movies, students will acquire an understanding of this tumultuous decade and learn how the changes that occurred during this period continue to shape the contemporary moment. **(This course fulfills AH 122 in the foundational core, OR, the global awareness and cultural understanding cluster in the enriched core)**

**SC 347 Science: Visions and Reality (3)**

Questions the gap between scientific discoveries and their practical applications. Ethical concerns of nuclear weaponry, genetic engineering, and research and development are discussed. **(Core Substitution: CH 105)**

**SC 348 Language, Self and Society (3)**

Attempts to understand how language mediates our experience both as individuals and as social, communicative beings. Includes interdisciplinary readings. **(Core Substitution: AN 225)**

**SC 360 Globalization (3)**

Studies issues and methods of economic and political globalization by examining specific international case studies such as the European Union. **(Core Substitution: BU 101)**

**SC 362 Ecology and Society (3)**

Analyzes ecological issues in relationship to societal values and to the availability of natural resources. Case studies range from global to local concerns and involves elementary field work. **(Core Substitution: BI 106)**

**SC 363 Ethnic Literature and Culture of the USA (3)**

Explores twentieth-century ethnicity through a variety of literary, historical and cultural case studies. Includes Native American, African American and European immigrant topics. **(Core Substitution: EN core2)**

**SC 364 Medieval Studies (3)**

Interprets the ideas, literature, art and culture of the Middle Ages through various primary and secondary sources. **(Core Substitution: EN core2)**

**SC 365 Controversial Legal Issues (3)**

This course explores controversial legal issues impacting modern life, with an emphasis on business ethics and public law issues. Main topics include a brief background of the American justice system and a review of significant ethical theories, as applied to legal issues currently in debate. The course also develops strategies for effective conflict resolution. **(Core Substitution: BU 101 or PO 125)**

**SC 366 Film: Politics and Propaganda (3)**

Examines cinema from political and social perspectives. Includes issues of influence, ideology, and cinematic technique. **(Core Substitution: CO 230)**

**SC 367 Suffering in U.S. Literature (3)**

Presents a thematic and interdisciplinary approach to the issue of suffering in American fiction from colonial to contemporary selections. **(Core Substitution: EN core2)**

**SC 369 Ethical Issues (3)**

Explores contemporary ethical issues through various theoretical perspectives and case studies. The topics of individual choice and dialogue are emphasized. **(Core Substitution: PH 210 OR the Ethical Inquiry and Applications cluster of the enriched core)**

**SC 371 Renaissance Studies (3)**

Presents the Italian and Northern Renaissance through studies of literature or visual art. Includes in-depth analysis of social and historical context. **(Core Substitution: EN core2 or AH 122)\***

**SC 372 Decolonization (3)**

Studies major historical issues, such as slavery, the transfer of power, and economic and political developments involved in the sovereignty struggles of nineteenth- and twentieth-century colonies. **(Core Substitution: PO 125)**

**SC 405 Honors Project (3)**

This course is an independent study in which the honors project is completed with an advisor and the program Director. Includes a research paper or creative project and its presentation. **(This course does not count as core credit.)**

**SC 406 Immigration and National Identity in Europe (3)**

Uses the case of France to present the history of migration flows within and to Europe. Analyzes the impact that history has on contemporary politics, society and culture. **(Core Substitution: LA core2 or HI 102 OR the Global Awareness and Cultural Understanding cluster of the enriched core)**

## CHAired BY YANG CAI, Ph.D.

The department offers B.A. degrees in sociology and criminal justice. Internship and independent studies are available to qualified sociology and criminal justice majors.

### **Requirements for a Sociology Major\***

DEGREE: Bachelor of Arts	
Liberal Arts Core .....	49 credits
Sociology .....	33 credits
Open Electives .....	38 credits
Total .....	120 credits

*\*Sociology majors are encouraged to take MA 112, MA 117, or higher level mathematics course, which introduce basic statistics, as a core requirement.*

### **STUDENTS WHO MAJOR IN SOCIOLOGY MUST COMPLETE:**

- SO 101 Introduction to Sociology I (Core Curriculum requirement)
- SO 236 Sociological Theory
- SO 344 Methods of Social Research I
- SO 346 Methods of Social Research II (prerequisite SO 344)
- SO 487 Field Internship

and a minimum of seven (7) additional sociology electives numbered 200 and above, among which up to two of the following cross-listed courses may be included:

- All courses with a CJ prefix;
- CO 312 Media and Society
- PS 314 Social Psychology

In order to enroll in outcomes assessment courses of SO 236, SO 344, and SO 346, sociology majors must attain a grade of "C" or better in SO 101 Introduction to Sociology.

The department suggests that students with a major in sociology choose a minor in business, computer science, psychology, Spanish or communication and media studies. Students should also consider a double major with criminal justice or psychology.

### **Requirements for a Criminal Justice Major\***

DEGREE: Bachelor of Arts	
Liberal Arts Core .....	49 credits
Criminal Justice .....	39 credits
Open Electives .....	32 credits
Total .....	120 credits

*\*Criminal Justice majors are encouraged to take MA 112, MA 117 or higher level mathematics course, which introduce basic statistics, as a core requirement.*

### **STUDENTS WHO MAJOR IN CRIMINAL JUSTICE MUST COMPLETE:**

- CJ 201 Introduction to Criminal Justice (prerequisite to required CJ courses)
  - SO 344 Methods of Social Research I
  - SO 346 Methods of Social Research II (prerequisite SO 344)
  - CJ 275 Juvenile Justice
  - CJ 280 Community-Based Corrections **OR** CJ 290 Institutional Treatment of the Offender
  - CJ 384 Police and Law Enforcement
  - CJ 390 U.S. Courts: Structure and Functioning
  - CJ 430 Crime and Criminal Law
  - CJ 487 Field Internship
  - SO 335 Criminology
- and three (3) elective courses, one from each of the following three clusters:

### **Criminal Justice Cluster**

- AN/CJ 420 Forensic Anthropology
- CJ 228 Cybercrime
- CJ 250 Victimology
- CJ/CO 255 Criminal Justice Issues and the Media
- CJ/PO 260 Domestic and International Terrorism
- CJ 350 The Criminal Justice System and Women
- CJ 387 Organized Crime in America
- CJ 388 Counseling and Guidance of the Offender
- CJ 410a Seminar: Topics in Criminal Justice
- CJ 425 Crime Scene Processing and Investigation
- CJ 428 Criminalistics
- CJ 499 Independent Study

### **Sociology Cluster**

- AN 410a Seminar: Topics in Anthropology
- SO 231 Sociology of Poverty
- SO 323 Sociology of Racial and Cultural Groups
- SO 326 Social Inequality
- SO 348 Sociology of Deviance
- SO 410a Seminar: Topics in Sociology
- SO 476 Urban Sociology

### **Political Science/Psychology Cluster**

- CJ/PO 260 Domestic and International Terrorism
- PO 225 American Government
- PO 230 State and Local Government
- PO 330 Introduction to the American Legal System
- PO 372 Introduction to Public Administration
- PO 375 Public Policy
- PS 318 Cross-Cultural Counseling
- PS 324 Forensic Psychology
- PS 330 Psychology of Addiction

In order to enroll in outcomes assessment courses of SO 335, SO 344, and SO 346, criminal justice majors must attain a grade of "C" or better in CJ 201 Introduction to Criminal Justice, and CJ 275 Juvenile Justice.

The department suggests that students with a major in criminal justice choose a minor in sociology, psychology, computer science or political science. Students should also consider a double major in sociology, psychology, history, or political science.

### **Requirements for a Sociology or Criminal Justice Minor**

Students who wish to pursue a minor in sociology must complete 18 credits or six courses. These must include: SO 101 Introduction to Sociology, plus any other five courses with an SO prefix.

Students who wish to pursue a minor in criminal justice must complete 18 credits or six courses. These must include CJ 201 Introduction to Criminal Justice, plus a minimum of three CJ courses required for the criminal justice major, and up to two elective courses from the designated list of CJ or SO cluster courses that fulfill requirements for the criminal justice major.

Students must attain a grade of "C" or better in all courses applied to the sociology or criminal justice major and minor programs.

Students majoring in both sociology **AND** criminal Justice may cross-list three courses. These are: SO 344, SO 346, and SO 335. For students with a major in sociology and a minor in criminal justice **OR** a major in criminal justice and a minor in sociology, only two courses may be cross-listed.

### **Requirements for Minor in Criminal Forensics**

The minor exposes students to diverse areas of forensic study, including forensic psychology, forensic anthropology, and criminalistics. Students will develop a basic familiarity with forensics and an appreciation for this field of study. As a result, they will be better prepared to make an informed decision about pursuing advanced coursework in forensics. Additionally, the minor provides students with a competitive edge in their careers, and accentuates the usefulness of the social, behavioral, and physical sciences in understanding and exploring criminal behavior, solving crimes, and answering legal questions.

**Students are required to take SIX courses or 18 credits from the following nine courses:**

AN/CJ 420	Forensic Anthropology
CJ 228	Cybercrime
CJ 250	Victimology
CJ 410a	Seminar: Profiling Serial and Mass Murderers
CJ 425	Crime Scene Processing and Investigation
CJ 428	Criminalistics
PS 324	Forensic Psychology
PS 309	Psychopathology (prerequisite: PS 232 Psychology of Personality)
PS 330	Psychology of Addiction

Students are allowed to cross-list up to two of these courses with another major, minor, or certificate program.

### **STATEMENT OF OUTCOMES ASSESSMENT**

Two fundamental learning goals of the sociology and criminal justice major are student competence in research methods and theory. The Department meets these goals through our courses in social science research methods, criminology, and sociological theory. Methods of Social Research I and II are required for both sociology and criminal justice majors, while Sociological Theory is required of sociology majors and Criminology is required of criminal justice majors. After completing the required outcomes assessment courses, sociology and criminal justice majors should be able to:

1. describe and apply classical and contemporary theories in at least one area of social reality;
2. describe and evaluate classical and contemporary theories of crime causation and apply these theories to real world phenomena;
3. identify basic methodological approaches and describe the general role of methods in building sociological knowledge;
4. design a research study in an area of choice;
5. develop proficiency in understanding statistics sufficiently to analyze scholarly articles in the field;
6. conduct social research by developing, administering, and analyzing surveys.

In each of the required theory and research courses, the instructor of the outcomes assessment course is responsible for awarding student grades; however, outcomes assessment is the shared responsibility of all full-time department faculty. It is at the discretion of the individual instructor whether or not to consider departmental faculty evaluations of student work in their courses when awarding student grades for the course.

For sociology majors, departmental faculty will review and evaluate the research paper submitted in Sociological Theory and the final paper submitted for Methods of Social Research II. For criminal justice majors, departmental faculty will critique and assess the research paper submitted in Criminology and the final paper submitted for Methods of Social Research II. For students majoring in both sociology and criminal justice, three evaluations will be done by departmental faculty: the research paper for Sociological Theory, Criminology, and Methods of Social Research II.

For a student to pass his/her outcomes assessment requirement, a majority of the departmental faculty must agree that the quality of the work done for both courses demonstrates competence. If a student fails to meet the necessary criteria for any of their outcomes assessment paper requirements, the student may: (1) revise the written work, submit a new paper for consideration prior to the end of the semester during which the student is enrolled in the course, and give an oral presentation of the paper before the department faculty reviewers; (2) request an Incomplete (in accordance with the Academic Policies set forth in the Caldwell University *Undergraduate Catalog*), revise the written work, submit a new paper for consideration within the allotted time period, and give an oral presentation of the paper before the department faculty reviewers; or (3) repeat the course (in accordance with the Academic Policies set forth in the Caldwell University *Undergraduate Catalog*).

It is possible that a student may pass his/her outcomes assessment but receive less than a C grade for the course in which the outcomes assessment work was done. In such a case, the student does not have to go through the outcomes assessment process again; however, the course has to be repeated, since students must achieve at least a C grade in all required courses for the major.

It is also conceivable that a student may fail the outcomes assessment process, yet achieve a C or better in the course in which the outcomes assessment work was required. In such a case, the student does not have to repeat the course, but must follow guidelines outlined above for students who do not pass their outcome assessment requirement.

## COURSE DESCRIPTIONS

### ANTHROPOLOGY

#### **AN 225 Cultural Anthropology (3)**

Investigates the varieties and similarities in different societies and cultures.

#### **AN 250 Anthropology of Food (3)**

Examines food from a biocultural perspective, focusing on the relationship between food and social change, the social organization and ideological underpinnings of food-related behavior, and the political economy of food. Ethnomedical issues relating to health and disease, as well as policy analysis of strategies to combat global hunger will be explored.

#### **AN/EN 140 Current Topics in American Culture (3)**

Enhances academic language skills and imparts knowledge of American culture with the cultural relativistic perspective. **For non-native speakers by permission only.**

#### **AN/CJ/SO 410a Seminar: Topics in Anthropology, Sociology, and Criminal Justice (3)**

Involves intensive study and exploration of rotating topics in the fields of anthropology, sociology, and/or criminal justice. These topics will focus on timely social issues, specialized content areas, and/or methods of social research. **A minimum GPA of 2.5 is required.**

### SOCIOLOGY

#### **SO 101 Introduction to Sociology I: Foundations (3)**

Introduces the study of society and acquaints the student with principles and major areas of sociological inquiry. Examines topics related to the individual, culture, deviance and social inequalities.

#### **SO 210 Community Service (3)**

Focuses on what "Community" means in contemporary democratic culture. The promises and challenges of civic life in the United States are examined honestly and critically. Community issues and how they affect public policy are addressed. Community service is a requirement of the course.

#### **SO 212 The World of Work (3)**

Examines the concept of work from a variety of perspectives. Students will study the literature on work from ancient to modern times. They will become acquainted with the seminal social science research on work. The viewpoints will come from the disciplines of sociology, anthropology, economics, history, and psychology. The second aspect of this course is more practical. It focuses directly on work experience. Students will look at how jobs are organized and administered, how work affects the quality of people's lives, and how people affect the workplace.

#### **SO 224 Social Change (3)**

Reviews and critiques classical and contemporary perspectives and research with an interest in a critical examination of theories and mechanisms related to collective behavior, mass movements, modernization and social revolution.

#### **SO 231 Sociology of Poverty (3)**

Investigates poverty as a product of a complex social system and theories and strategies for its alleviation.

#### **SO 236 Sociological Theory (3)**

Examines the development and continuity of social thought concerning the nature of society and the individual within it. Major 19<sup>th</sup> and 20<sup>th</sup> century theorists are covered.

#### **SO/CO 312 Media and Society (3)**

Examines the powerful role played by the media in American and world societies. Topics include television and politics, stereotypes and role models in movies and violence in television programming.

#### **SO/PS 314 Social Psychology (3)**

Examines socio-cultural, group and interpersonal influences on behavior. Topics include attitudes, communication, persuasion, mind control, social learning, psychic trauma, aggression, altruism, attraction, prejudice and applications of psychology to the courts.

#### **SO 323 Sociology of Racial and Cultural Groups (3)**

Involves the study of the history of ethnic, cultural and religious subgroups in present day societies; inter-group relations as they are influenced by competition, conflict and prejudice; the significance of these relationships to the structure of society.

#### **SO 326 Social Inequality (3)**

Examines theories of inequality, social ranking, and the distribution of resources and opportunity as they affect individuals and groups in social institutions, lifestyles, value systems, and quality of life. Variables of power, power elites, class consciousness, alienation, class mobility, and stratification criteria will be explored.

#### **SO 330 Sociology of Marriage and the Family (3)**

Examines American dating, marriage, and family patterns with emphasis on the family life cycle, parenting and family disorganization.

#### **SO 334 Sociology of Medicine (3)**

Examines major topics in the sociology of medicine including socio-cultural concepts of health and disease; consequences of illness; the social context of health care; and problem areas such as mental illness, ethical issues and the high costs of health care.

### **SO 335 Criminology (3)**

Investigates crime as a social phenomenon; incidence, distribution, cause, the criminal as a social type, the criminal justice system and programs of treatment.

### **SO 339 Sociology of Aging (3)**

Details the non-physical aspects of aging; the developmental and group behavior of adults following maturation.

### **SO 343 Sociology of Education (3)**

Explores education as a social institution, a transmitter of culture, an agent of socialization and a vehicle for social mobility and change.

### **SO 344 Methods of Social Research I (3)**

Surveys quantitative and qualitative research methods, introduces students to statistical applications in the social sciences, and teaches data file creation and management skills using SPSS. Students will draft an original social science research proposal.

### **SO 346 Methods of Social Research II (3)**

Enables students to execute an ethical study based on their own social science research proposal. Hypothesis testing, data analysis using SPSS, and presentation of findings are stressed. Skills for critically interpreting data and the methodologies used in scholarly journals will be emphasized. **Prerequisite: SO 344.**

### **SO 348 Sociology of Deviance (3)**

Examines the various theoretical perspectives of deviance and social control. Definitions of deviance are examined with reference to those who are labeled as deviant and those who apply the deviant labels. Specific deviant groups such as delinquents, criminals, drug addicts, alcoholics, prostitutes, and the mentally ill will be looked at. The voluntary or involuntary institutionalization of those labeled as deviant will also be examined.

### **SO 360 Sociology of Sport (3)**

Examines the structure and organization of sport as an American institution and as a microcosm of the larger society.

### **AN/CJ/SO 410a Seminar: Topics in Anthropology, Sociology, and Criminal Justice (3)**

Involves intensive study and exploration of rotating topics in the fields of anthropology, sociology, and/or criminal justice. These topics will focus on timely social issues, specialized content areas, and/or methods of social research. **A minimum GPA of 2.5 is required.**

### **SO 425 Sociology of Gender and Sexuality (3)**

Examines contemporary issues of gender in the United States, focusing on socialization to gender identity, implications of gender in the family and at work, and current changes in gender roles.

### **SO 452 Sociology of Religion (3)**

Examines the sources and functions of religion in society, the effects of religion on behavior and attitudes and the social organization of religion. Emphasis is on religion in the United States.

### **SO 474 Contemporary Social Problems (3)**

Focuses on selected problems of social disorganization, including problems related to poverty, drug abuse, racism, sexism and crime, through the application of sociological principles.

### **SO 476 Urban Sociology (3)**

Analyzes impact of urbanism on American society and Western civilization; examines changing structure of the city and associated suburban/inner city problems.

### **SO 487 Field Internship (3)**

Offers qualified students the opportunity to do off-campus field work by individual arrangement. Students apply concepts learned in the classroom and gain practical knowledge and experience working under supervision in a professional setting. In consultation with a faculty advisor and the Career Planning and Development Office, the student secures an appropriate internship site. The student develops learning objectives and goals, works 120 hours at the internship site, and completes related academic assignments. **Requires departmental approval.**

### **SO 499 Independent Study (3)**

Offers qualified students the opportunity to pursue independent study in selected areas under the guidance of department faculty. **By permission.**

## **CRIMINAL JUSTICE**

### **CJ 200 Ethics in Criminal Justice (3)**

This course seeks to examine the criminal justice system through an ethical lens, to identify ethical issues in practice and theory, to explore ethical dilemmas, and to suggest how ethical issues and dilemmas faced by criminal justice professionals might be resolved. While the course is highly applied in that its major focus is how individuals perceive and resolve ethical issues and dilemmas in criminal justice, it also presents the philosophical material (ethical systems) necessary to analyze these ethical issues and dilemmas.

### **CJ 201 Introduction to Criminal Justice (3)**

Provides an overview of the American criminal justice system. Examines the history, functions, structures, processes and interactions of the three principal components of American criminal justice: police, courts and corrections. **Prerequisite to required CJ courses.**



### **CJ 228 Cybercrime (3)**

This course provides an introduction to both technology-assisted crime, and the basics of investigating such crime, from the criminal justice perspective. First, the course identifies and defines the most prevalent high-technology crimes (hacking, identity theft, digital child pornography, on-line financial fraud, and cyber-stalking), exploring their history and their methods of commission. Second, the course examines procedural issues in the investigation and prosecution of technology-assisted crime, including tracking on-line suspects, drafting and executing search warrants, and the search and seizure of digital evidence. Finally, the course provides a basic introduction to forensic science by exploring legal and social issues related to high-technology crimes.

### **CJ 250 Victimology**

Focuses on victims of crime. It will examine such topics as patterns and trends in victimization, theories of victimization, the impact of crimes on victims, victim services and programs, and the criminal justice response to criminal victimization.

### **CJ 255a Film: Criminal Justice Issues and the Media (3)**

Examines how citizens' attitudes and perceptions about the criminal justice system, criminology, and the law are influenced by movies—strong cultural objects with powerful messages. A number of social, political, and legal issues currently germane to criminal justice are examined. The course addresses the film treatment of issues concerning police, courts, corrections, criminology, law, organized crime, the drug culture, gangs, prejudice, corruption, prison life, death row inmates, and other timely topics.

### **CJ/PO 260 Domestic and International Terrorism (3)**

Investigates the roots and dynamics of modern terrorism, both at home and abroad, through an in-depth study of the causes of terrorism, types of terrorism, terrorist tactics, counter-terrorism strategies, and the impact of terrorism on social life. Case study analysis of recent incidents will also be presented.

### **CJ 275 Juvenile Justice (3)**

Traces the historical development of the juvenile court. Theories of delinquency causation, prevention and control are examined. Discussion topics include the juvenile justice process, the juvenile court and procedural safeguards, juvenile institutions and diversion programs and trends in juvenile justice reform. **Prerequisite: CJ 201.**

### **CJ 280 Community-Based Corrections (3)**

Examines the variety of correctional programs commonly referred to as community-based corrections. Emphasis is upon probation, parole, pre-trial release programs, intermediate sanctions, and halfway houses. The application of these programs to special offender groups, as well as to the larger population of adult male offenders, will be addressed. The overall effectiveness of these programs will be evaluated.

**Prerequisite: CJ 201.**

### **CJ 290 Institutional Treatment of the Offender (3)**

Traces the historical development of institutions for confinement. Discussion topics include the physical and social environments of the institutions, problems of rehabilitation in institutional settings, the correctional institution as a community and the various programs in correctional institutions. Present evidence concerning effectiveness with respect to the aims of deterrence and rehabilitation is explored.

**Prerequisite: CJ 201.**

### **CJ 350 Criminal Justice System and Women (3)**

Examines the place of women in the criminal justice system, including women as victims, criminals, and professionals in criminal justice. Explores myths about women and crime and current sociological theories about the causes of, and the place of, women in crime.

### **CJ 384 The Police and Law Enforcement (3)**

Traces the historical development of the police in England and the U.S. Police roles are examined, as well as law enforcement policy, police management, police operations and police organization. Current issues and trends are examined. **Prerequisite: CJ 201.**

### **CJ 387 Organized Crime (3)**

Examines roots in 19<sup>th</sup> century immigration with focus on vice, political corruption, prohibition, rackets, and drugs. Focus is on the city of Chicago with attention to the political and economic conditions of the time.

### **CJ 388 Counseling and Guidance of the Offender (3)**

Covers the basic principles and techniques of counseling adult and juvenile offenders. The course includes interviewing, case conferences, case histories, individual and group counseling, classification procedures and treatment programs for offenders.

### **CJ 390 U. S. Courts: Structure and Functioning (3)**

Covers the structure and functioning of both the state and federal court systems. Discussion topics include types of jurisdiction, bail, the criminal trial processes, and the judiciary and judicial power, including the areas of separation of powers. **Prerequisite: CJ 201.**



**AN/CJ/SO 410a Seminar: Topics in Anthropology, Sociology, and Criminal Justice (3)**

Involves intensive study and exploration of rotating topics in the fields of anthropology, sociology, and/or criminal justice. These topics will focus on timely social issues, specialized content areas, and/or methods of social research. **A minimum GPA of 2.5 is required.**

**AN/CJ 420 Forensic Anthropology (3)**

This course is an introduction to the basic principles of forensic anthropology, an applied field within the larger discipline of biological anthropology that uses human osteology (human skeletal anatomy), archaeology, and other anthropological research methods to solve problems of medico-legal significance, primarily the determination of personal identity and cause of death from human remains. The course will discuss the application of forensic anthropology to human rights missions, military identifications, and mass fatalities.

**CJ 425 Crime Scene Processing and Investigation (3)**

Focuses on investigation as a science of inquiry with an emphasis on the legal significance of evidence. Examines methods of searching for, collecting and evaluating physical evidence, locating and interviewing witnesses, and the role of the crime laboratory in criminal investigation.

**CJ 428 Criminalistics (3)**

This course examines the application of laboratory science to successful criminal investigations and prosecutions. Students will focus on the detection, collection, preservation, and presentation of physical evidence for examination and court use. Topics covered include crime scene processing, DNA profile analysis, serology, questioned documents, trace evidence, toxicology, ballistics, fingerprint evidence, drugs, hair and fiber analysis, and arson investigation. The course is directed toward the non-scientist.

**CJ 430 Crime and Criminal Law (3)**

Traces the definition of crime and the origins of criminal law in the U.S. Discussion topics include basic legal terminology, classification of crimes, specific criminal offenses, and the N.J. courts. The conflicting models of justice, due process, and crime control are discussed. Focus is upon the Bill of Rights and major Supreme Court decisions as they affect the operation of the courts, including the juvenile courts and correctional systems. **Prerequisite: CJ 201.**

**CJ 487 Field Internship (3)**

Offers qualified students the opportunity to do off-campus field work by individual arrangement. Students apply concepts learned in the classroom and gain practical knowledge and experience working under supervision in a professional setting. In consultation with a faculty advisor and the Career Planning and Development Office, the student secures an appropriate internship site. The student develops learning objectives and goals, works 120 hours at the internship site, and completes related academic assignments. **Requires departmental approval.**

**CJ 499 Independent Study (3)**

Offers qualified students the opportunity to pursue independent study in selected areas under the guidance of department faculty. **By permission.**

**CHAired BY JAMES J. FLYNN, Ph.D.**

The department offers a B.A. in Theology, minors in theology, philosophy, faith in action and a certificate in theology.

**Requirements for Core Curriculum**

For students entering Caldwell University summer 2011 or later, 3 credits in philosophy and 3 credits in theology must be taken, with additional offerings available for meeting enriched core requirements. For the required credits, students must take PH 102 and TH 102. For these students, TH 102 serves as a prerequisite for all theology courses and PH 102 serves as a prerequisite for all other philosophy courses.

**Requirements for a Theology Major**

DEGREE: Bachelor of Arts

Liberal Arts Core (see page 38) .....	46 credits
Theology (includes core requirements) .....	39 credits
Open Electives .....	35 credits
Total .....	120 credits

**STUDENTS WHO MAJOR IN THEOLOGY MUST COMPLETE:**

- TH 102 Introduction to Christian Theology
- TH 201 Christian Responsibility **OR** TH 209 Contemporary Social Teaching
- TH 316 History of Christian Thought
- TH 318 Old Testament **OR** TH 319 New Testament
- TH 334 Christology
- TH 495 Theology Capstone

and seven additional courses after consultation with the department chairperson. It is suggested that students with a major in theology choose a minor in sociology, psychology or philosophy.

**STATEMENT OF OUTCOMES ASSESSMENT**

In addition to the 39 credits for the theology major, students declaring a theology major during or after summer 2011 are required to take a theology capstone course, TH 495.

Students declaring a major prior to summer 2011 have the option to fulfill their outcomes assessment with either TH 495, or an alternative process to be determined in consultation with the department chairperson. Outcomes assessments are required for all majors.

The TH 495 capstone course reviews material from each of the four major assessment areas (Scripture, Moral Theology, Christology, and Church History). In each area, the student will concentrate on material corresponding to their coursework used to meet their requirement. For example, Moral Theology will focus on either TH 201 or TH 209, while Scripture will focus on TH 318 or TH 319, depending upon the student's coursework. Students who have had two Scripture courses or Moral Theology courses will be able to choose their area of focus for their capstone. Normally, this is to be taken sometime during the student's final year of classes, or as shortly thereafter as possible. It is the student's responsibility to notify his or her advisor, as well as the department chairperson, of his or her intention to begin preparing for assessment. This should be done the semester prior to the time this preparation begins.

Within TH 495, students will be assessed on covering all four areas mentioned above. While the course will be taught by a single instructor, the work by each student may be assessed by full-time professors within the department to determine if the work is of passing quality. The decision about whether or not a student's performance for a given area is sufficient to pass is to be determined by the instructor and other department faculty who may be involved in the

assessment, in consultation with one another. Each student must receive an assessment of “passing” for each of the four areas to pass the course. If by the end of the course the student has failed to pass any of the four areas before the conclusion of the course, he or she will receive a grade of “no pass” for the course. Students failing to pass TH 495 may either take the course again when it is next offered, or be reassessed in the particular area(s) which they failed to pass. Depending upon the timeline of the course, students may be able to redo work in areas they fail to pass before the conclusion of the course, though only as time allows. While there is no limit how many times a student may retake an assessment for any of the four areas, students will typically be allowed only one retake per area per semester.

## MINOR IN THEOLOGY AND PHILOSOPHY

### Requirements for a Theology or Philosophy Minor

- Students who minor in theology must complete the required five courses, minus TH 495, and one additional theology course.
- Students who minor in philosophy must complete PH 102 plus any five other philosophy courses.
- Students must attain a grade of C or better in all courses applied to the theology or philosophy minor programs.

## MINOR IN FAITH AND ACTION

Students accepted into the C-Life (Cougars Learning in Faith and Experience) Living Learning community program are invited to consider a minor in faith and action. (There is also a non-minor option for the C-Life program.) Non-academic information about the C-Life program can be found in a separate section of the *Catalog*.

Those minoring in this program are required fall of their freshman year to take a designated 200-level theology course with other C-Life students. C-Life students are encouraged, but not required, to take TH 102 congruent with this required 200-level course. (Only C-Life students make take TH 102 out of sequence.) In the fall of their sophomore year and senior years, minors will take designated courses (two total) from TH 303, 316, 334, 312, 317, 371, 308 and 328. During the fall of their junior year, minors will take a designated sociology course from SO 210 and 231. For spring semesters each year, freshmen and sophomores will participate in service projects sponsored by Campus Ministry, followed by field internships approved by the theology and/or sociology departments in the spring of junior and seniors years. Each internship consists of 120 hours of service over the course of the semester at approved internship sites. Internships are developed in consultation with the student through the guidance of the Career Planning and Development Office and a faculty advisor.

For those students accepted into the C-Life program who do not wish to minor in faith and action, only the designated 200-level TH course, and one of the designated 300-level theology courses, must be taken in fall of the freshman and sophomore years. Non-minor students will also participate in the service projects spring of the freshman and sophomore years. In both the fall and spring of their junior and senior years, non-minors will complete an approved non-credit experiential learning project in place of the field internships.

## COURSE DESCRIPTIONS

**THEOLOGY****TH 102 Introduction to Christian Theology (3)**

Investigates basic Christian themes, particularly from a Catholic perspective: God, Jesus, Spirit, Salvation, Sacrament, Christian community.

**TH 201 Christian Responsibility (3)**

Introduces moral foundations and selective ethical issues in individual and social morality on the basis of Christian revelation.

**TH 209 Contemporary Catholic Social Teaching (3)**

Examines the history and development of Christian social teaching from the last decade of the nineteenth century to the present, with special emphasis on its application to the American scene.

**TH 215 Catholic Medical Ethics (3)**

Studies the complex moral dilemmas resulting from developments in biomedical research, the practice of medicine and the delivery of health care from a contemporary Catholic perspective.

**TH 303 The American Catholic Experience (3)**

Studies the sociological and cultural process whereby the Catholic Church began and developed historically in the United States from colonial to modern times.

**TH 305 Contemporary Theologians (3)**

Studies the work of select theologians of the nineteenth century through the present.

**TH 308 Religious Dimensions of Peace (3)**

This course studies Christian perspectives on war and peace through examination of Scripture, just war theory, Church documents, the Christian pacifist movement and the concept of Pax Christi.

**TH 312 Sacraments in Contemporary Life (3)**

Presents scriptural, theological and liturgical study of the nature of the sacraments, both communal and personal. Special attention is given to the meaning of sacraments for our time.

**TH 316 The History of Christian Thought (3)**

Traces the history of the Roman Catholic Church, emphasizing its institutional development and doctrinal tradition from the advent of Jesus to the modern era.

**TH 317 Marriage and Catholic Theology (3)**

Explores the reality of the vocation of marriage and the various aspects of the husband-wife relationship in the light of Catholic theology and related sciences.

**TH 318 The Old Testament (3)**

Examines the Hebrew Scriptures in the light of literary-historical scholarship. Explores the message and meaning of the biblical text and notes its relevance for contemporary people.

**TH 319 The New Testament (3)**

Explores the major themes, composition and literature of the Bible together with an interpretation of selected passages in light of contemporary scriptural scholarship.

**TH 321 The Church and the Churches (3)**

Studies the nature and mission of the Catholic Church. Special emphasis is given the Decree on Ecumenism of Vatican II and the Church's relationship to other Christian Churches.

**TH 326 Theological Perspectives on Women (3)**

This course studies the Christian vision of women, the role of women in the church, and women in the history of Christian thought and practice. It examines both feminist theological scholarship and Roman Catholic documents pertaining to women.

**TH 328 Ecotheology (3)**

The current ecological crisis has prompted biblical scholars, theologians, and ethicists to explore ways of thinking about and acting more compatibly within the community of diverse beings that constitute the earth. In the context of the Judeo-Christian Tradition, particularly Roman Catholic, with a sensitivity to other faith traditions, this course provides: (1) a summary of the current state of the environmental health of the planet; (2) a theological response to examine the current ecological crises; (3) tools for critical analysis and ethical action; and (4) a new understanding of justice and "right relationship," one that embraces both a social and ecological vision rooted in and flowing from an awareness of the Divine Presence at the center of all being and transcending it.

**TH 334 Christology (3)**

Studies the person and mission of Christ as found in the New Testament, church doctrines, and the writings of theologians down to the present.

**TH 371 Christian Spirituality (3)**

A study of the richness and depth of Christian spirituality in its biblical, liturgical, moral, ascetical and mystical dimensions. It will address the practical ways of living the Christian life.

**TH 414 Reflections on Ministry (3)**

Offers the student the opportunity of experiencing a theological dimension of life by service in a particular ministry of choice. 33 semester hrs. in service; 12 in seminar.

**TH 420 History of Judaism (3)**

Explores the development of ideas and doctrines of Judaism through literature, the Halachah, lives of the molders of Judaism and contemporary movements.

**TH 421 Contemporary Jewish Thought (3)**

Examines Judaism as a religion, a culture, a civilization, and an ethnic group.

**TH 422 Death: Issues and Experience (3)**

Examines the religious answers to the questions most often asked about death and dying. It also considers the answers set forth in selected works of contemporary literature, philosophy and psychology.

**TH 424 Ways of Meditation (3)**

A variety of meditation techniques will be experienced during class sessions. The forms to be examined include awareness of mind and body, mantra and centering prayer. Analytical meditations will use the psalms and the parables of Jesus.

**TH 428 Ministry in the Church (3)**

Examines the spirituality of ministry, the history and role of lay ministers in the Christian community, and specific skills for leadership in parish ministry.

**TH 475 Curriculum Program and Planning (3)**

Provides a basic preparation for teaching religion. Special attention is given to course planning and the use of multimedia in religious education.

**TH 489 Field Internship (3)**

Students apply concepts learned in the classroom and gain practical knowledge and experience working under supervision in a professional setting. In consultation with a faculty advisor and the Career Planning and Development Office, the student secures an appropriate internship site. The student develops learning objectives and goals, works 120 hours at the internship site, and completes related academic assignments. **Requires departmental approval.**

**TH 495 Theology Capstone (3)**

This course reviews material from each of the four major assessment areas (Scripture, Moral Theology, Christology, and Church History) to prepare students for written assessment of their knowledge in each area. The course is graded pass/fail. Students passing the course will be considered to have met their requirements for outcomes assessment. To pass the course, students must complete passing work in each of the four areas, to be assessed by the instructor in consultation with other full-time department professors. **See Statement of Outcomes Assessment for more information.**

**TH 499 Independent Study (3)**

Offers qualified students the opportunity to pursue independent study in selected areas under the guidance of individual teachers. **By permission only.**

**PHILOSOPHY****PH 102 Introduction to Philosophy (3)**

Examines the major branches of philosophy; the questions in the discipline as raised and answered by various schools of thought.

**PH 202 Logic (3)**

Considers the rules of correct thinking in traditional logic. An examination of the Aristotelian syllogism. What is true? What is valid? Later contributions to logic including Venn diagram and Mills canons.

**PH 205 Thomistic Philosophy (3)**

Studies the natural theology and philosophical synthesis of St. Thomas Aquinas in the context of his ancient and medieval predecessors: Jewish, Muslim, and Christian; his philosophical psychology and ethics, treatise on law, and social and political theory. The influence of Thomas's thought on contemporary philosophy and current ethical issues, such as war and peace, medical ethics, and the nature of the human person will also be examined.

**PH 210 Philosophy of the Human Person (3)**

Investigates the question "What is the human person?" from an interdisciplinary viewpoint; the mind-body problem, the uniqueness of the human person and the question of freedom.

**PH 212 Contemporary Philosophy (3)**

Identifies key issues in philosophy today with respect to views of reality, theory of knowledge, and ethics as raised by late 19th and 20th century thinkers, for example, pragmatism, Marxism, relativism, evolutionary theory. It examines the philosophical roots of these issues and their relation to developments in the natural and social sciences, such as cognitive studies and technology, while it explores major arguments proposed for their solution. The course aims to help students discover, identify, and critique these philosophical issues as illustrated by, or embedded, in cultural attitudes and practice. Issues directly affecting human persons receive special attention.

**PH 214 American Philosophy (3)**

Evaluates the trends in American philosophy, including the major writings of the Transcendentalists and the Pragmatists.

**PH 216 Business Ethics (3)**

Inquires into and evaluates major ethical problems faced by the business person. Includes conflicts between personal, professional, and larger social values and the difficulties of doing business in a culture where the values are different from the individual person.

**PH 230 Ethics (3)**

This course considers different questions about the nature of moral "right" and "wrong" such as what ethics are, the importance of moral character, the nature of justice and virtue, and how the good of the individual compares to the good of society. Different conceptions of the human person in relation to certain ethical theories such as virtue ethics, Natural Law, utilitarianism, and relativism may be discussed. The connection of these ethical theories to historical thinkers such as Aristotle, St. Thomas Aquinas, Hobbes, Kant, and Mill may also be addressed. Finally, the class may consider the application of these theories to contemporary moral issues such as abortion, euthanasia, war, environmental concerns, capital punishment, and others.

**PH 240 Metaphysics (3)**

Studies the nature of reality from a historical perspective through selected readings from classical thinkers of East and West, Medieval Jewish, Muslim, and Christian sources, and modern and contemporary critiques. Theoretical and practical implications of such systems on our view of nature, self, society, and the issue of evil receive special attention.

**PH 275 Ethics, Education and Society (3)**

Enables educators to assist their students to live ethically in a complex world. This course emphasizes the classroom as a community of scholars who learn values while learning to value other people. The classroom is further understood as a place where right and wrong are defined by behavior. Case studies and research literature will assist educators to understand that ethical matters related to local and global issues require reflection, study, and community discourse.

**Prerequisite:** PH 102; **Cross-listed as** ED 575.

**PH 303 Theory of Knowledge (3)**

This course considers different philosophical accounts of how the mind, senses, the physical world, and perhaps even culture interact in the experience of "knowing." Questions such as "What is knowledge?" "How do we know that we know something?" and the difference between belief, knowledge, and opinion will be addressed. The class will consider this question both from the perspective of different epistemological theories (e.g. rationalism and empiricism), as well from the standpoint of different individual philosophers (e.g., Plato, Aristotle, St. Thomas Aquinas, Descartes, Kant, and others), as well as from one or more historical periods (e.g., ancient Greece, medieval Scholastic period, 17–18<sup>th</sup> century Enlightenment, 20<sup>th</sup> century, and so on).

**PH 310 Eastern Philosophies (3)**

Examines major Eastern philosophic systems and philosophies. Course includes varieties of Buddhism, Sankara and Hindu thought, Lao Tse and Taoism, Confucius and major Arabic philosophers, as well as the meaning of Eastern and Western thought in the 20<sup>th</sup> and 21<sup>st</sup> century.

**PH 315 Philosophy of God (3)**

Introduces the student to the major philosophical responses to God. Topics include the nature of religious experience, the use of reason in questions of God's existence, the problems of language about God, and the problems of God and evil.

**PH 318 Philosophy of Law and Society (3)**

Inquires into the classic positions on the philosophy of law and the specific relationship to morality. It also considers questions relating to the structure of society and justice.

**PH 320 Philosophy of Psychology and Social Sciences (3)**

Inquires into the philosophical bases of psychology and the social sciences and current controversial questions in the field.

**PH 322 Philosophy of Science (3)**

What are the limits of the scientific method? How far can the scientific model be used as a model of proof in other areas? What are the conceptual foundations of competing theories of natural science? Is physics "more" of a science than biology?

**PH 324 Philosophy of Art (3)**

This course explores the philosophical questions: of What is beauty? Are there universal aesthetic standards? What are the connections of Art to truth? These questions are explored in light of the writings of Plato, Aristotle, Kant, Nietzsche, Tolstoy, and various contemporary writers.

**PH 489 Field Internship (3)**

Students apply concepts learned in the classroom and gain practical knowledge and experience working under supervision in a professional setting. In consultation with a faculty advisor and the Career Planning and Development Office, the student secures an appropriate internship site. The student develops learning objectives and goals, works 120 hours at the internship site, and completes related academic assignments.

**Requires departmental approval.**

**PH 499 Independent Study (3)**

Offers qualified students the opportunity to pursue independent study in select areas under the guidance of individual teachers. **By permission only.**





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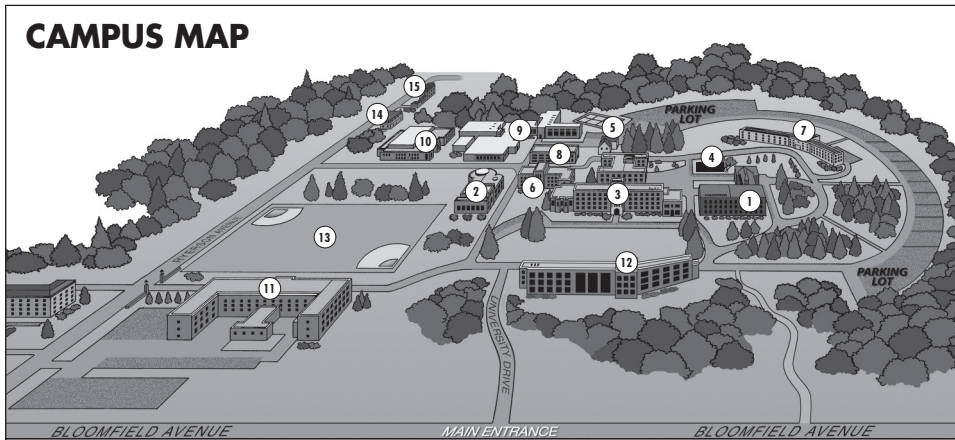
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Please use Bloomfield Avenue entrance.

#### Map Key:

- |                                     |  |   |
|-------------------------------------|--|---|
| ① Motherhouse                       | ⑥ Werner Hall                                | ⑪ Mother Joseph Residence Hall/<br>Center for Autism and<br>Applied Behavior Analysis |
| ② Jennings Library/Alumni Theatre   | ⑦ St. Catherine Convent/Health Care Facility | ⑫ Dominican Hall  |
| ③ Rosary Hall/Aquinas Hall          | ⑧ Albertus Magnus Hall/Raymond Hall          | ⑬ Athletic Field  |
| ④ Mount St. Dominic Athletic Center | ⑨ Student Center/Visceglia Hall              | ⑭ President's House   |
| ⑤ Siena House/Angelica Hall         | ⑩ Newman Center                              | ⑮ Hawthorne House   |

## DIRECTIONS

**From the New Jersey Turnpike (Exit 15W) or the Garden State Parkway (Exit 145):**  
Take Route I-280 West to Exit 5B (527 North Caldwell). At the end of Livingston Avenue, turn right onto Eagle Rock Avenue and take the first left onto Roseland Avenue. At the end of Roseland Avenue, turn right onto Bloomfield Avenue and turn right into the campus entrance.

### From Route I-80 Westbound (from New York):

Take Exit 52, following signs for the Caldwells onto Passaic Avenue. Go 3.4 miles and turn left onto Bloomfield Avenue. Go approximately two miles and turn right into the campus entrance.

### From Route I-287:

Take Exit 41 to Route I-80 Eastbound, and follow directions below.

### From Route I-80 Eastbound (from Pennsylvania):

Take Exit 47B onto Route 46 East. After the second traffic light (Hook Mt./Chapin Road), stay right and follow the signs for "The Caldwells - Newark" onto Bloomfield Avenue. Take Bloomfield Avenue through West Caldwell (four traffic lights) and Caldwell (six traffic lights). The campus entrance will be on the right.

### Local:

From the west, follow Bloomfield Avenue as described above. From the east, take Bloomfield Avenue to the first traffic light west of the Verona-Caldwell town-line and turn left into the campus entrance.

### By Bus:

Caldwell University is served by Decamp Bus #33 and New Jersey Transit Bus #29.

**FALL SEMESTER — 2016**

<b>August</b>	24	Graduate New Student Orientation
	25	New Adult Undergraduate Student Orientation
	24-26	International Student Orientation
	26	Transfer Student Orientation
	27-28	New Student Welcome Weekend
	29	Convocation (all students, faculty and staff welcome)
	29	Evening Classes Begin (4:15 p.m.)
<b>September</b>	30	Day Classes Begin (8:30 a.m.)
	5	Labor Day (No Classes)
	7	Last Day for Add/Drop On Campus Classes and Online C
	7	Mass of the Holy Spirit
<b>October</b>	12	Incomplete Grades from Spring 2016 Due in Registrar's Office
	10-11	Columbus Day Break (No Classes)
	19	Mid-Term Progress Report Due
<b>November</b>	1	Deadline for Applications for May 2017 Degree Completion
	2	Spring/Winter Registration Material Available on the Web
	14	Spring/Winter Registration Begins
	21	Last Day to Withdraw with a Grade of "W" from On Campus & Online C Classes
	22	Incomplete Grades from Summer 2016 Due in Registrar's Office
	23	Thanksgiving Recess Begins at 4:15 p.m. (No Evening Classes)
	24-26	Thanksgiving Recess (No Classes)
	26	No Saturday Classes
<b>December</b>	28	Classes Resume
	10	Last Day of Classes
	12-17	Final Exams

**ACCELERATED SESSION A: ONLINE & ON CAMPUS**

<b>August</b>	29	Classes Begin
	29	Last Day to ADD ONLY for Online
<b>September</b>	3	Saturday Classes Begin
	7	Last Day to Add/Drop for On Campus
	7	Last Day to DROP ONLY for Online
	19	Last Day to Withdraw for On Campus & Online
<b>October</b>	15	Final Exams for On Campus & Online

**ACCELERATED SESSION B: ONLINE & ON CAMPUS**

<b>October</b>	24	Classes Begin
	24	Last Day to ADD ONLY for Online
	29	Saturday Classes Begin
<b>November</b>	2	Last Day to Add/Drop for On Campus
	2	Last Day to DROP ONLY for Online
	14	Last Day to Withdraw for On Campus & Online
	26	No Class
<b>December</b>	10	Final Exams for On Campus & Online
	16	Final Exams for Education Online Classes

**DOCTORATE ACADEMIC CALENDAR FOR 2016****SESSION A**

Days Classes Meet: 9/9-10, 9/23-24, 10/14-15

<b>September</b>	9	Classes Begin
	16	Last Day to Add/Drop a Class
	23	Last Day to Withdraw from Class

<b>October</b>	17	Last Day of Session A Classes
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**SESSION A: Ph.D.**

Days Classes Meet: 9/16-17, 10/21-22, 11/18-19

<b>September</b>	16	Classes Begin
	23	Last Day to Add/Drop a Class
	30	Last Day to Withdraw from Class

<b>November</b>	19	Last Day of Session A Classes
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**SESSION B**

Days Classes Meet: 10/28-29, 11/11-12, 12/2-3

<b>October</b>	28	Classes Begin
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<b>November</b>	4	Last Day to Add/Drop a Class
	11	Last Day to Withdraw from Class

<b>December</b>	3	Last Day of Session B Classes
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**WINTER: Cohorts 1 & 2**

Days Classes Meet: 12/9-10, 1/6-7, 1/27-28

<b>December</b>	9	Classes Begin
	16	Last Day to Add/Drop a Class

<b>January</b>	23	Last Day to Withdraw from Class
	28	Last Day of Winter Session Classes

**WINTER: Ph.D.**

Days Classes Meet: 12/16-17, 1/13-14, 2/10-11

<b>December</b>	16	Classes Begin
	23	Last Day to Add/Drop a Class
	30	Last Day to Withdraw from Class

<b>February</b>	11	Last Day of Winter Session Classes
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**SPRING SEMESTER — 2017**

<b>January</b>	3	Winter Session Begins
	4	Last Day to Add/Drop for Winter Session
	10	Last Day to Withdraw from Winter Session
	16	Martin Luther King Day (No Classes)
	21	Winter Session Ends
	23	Evening Classes Begin (4:15 p.m.)
	24	Day Classes Begin (8:00 a.m.)
	30	Last Day to Add/Drop On Campus & Online Session C Classes
	1	Graduation Applications Due for Summer 2017 Degree Completion
<b>February</b>	20-21	President's Break – University Closed
	22	Classes Resume
<b>March</b>	14	Mid-Term Grades Due
	15	Summer/Fall Registration Materials Available on the Web
	19-25	Spring Break (No Classes)
	27	Classes Resume
<b>April</b>	3	Summer/Fall Registration Begins
	10	Incomplete Grades from Fall 2016 Due in Registrar's Office
	11	Last Day to Withdraw with a grade of "W" from On Campus & Online C Classes
	12	No Evening Classes (4:15 p.m.) – Easter Break Begins
	13-16	Easter Break (No Classes)
	17	Easter Break Ends – Evening Classes Resume (4:15 p.m.)
	25	Salute to Grads
	26	Honors Convocation
<b>May</b>	1	Graduation Applications Due for December 2017 Degree Completion
	1	Incomplete Grades from Winter 2016 Due in Registrar's Office
	11	Last Day of Classes
	12-18	Final Examinations
	21	Commencement

**Accelerated A (On Campus & Online) Calendar: January 23 – March 11**

<b>January</b>	23	Classes Begin for On Campus & Online Sessions A
	23	Last Day to ADD ONLY a Course for Online A
	28	Saturday Classes Meet for On Campus A
	30	Last Day to DROP ONLY a Course for Online A
	30	Last Day to Add/Drop a Course for On Campus A
<b>February</b>	15	Last Day to Withdraw with a Grade of "W" from On Campus & Online Sessions A
<b>March</b>	11	Final Examinations for On Campus & Online Sessions A

**Accelerated B (On Campus & Online) Calendar: March 12 – May 13**

<b>March</b>	13	Classes Begin for On Campus & Online Sessions B
	13	Last Day to ADD ONLY a Course for Online B
	18	Saturday Classes Meet for On Campus B
	27	Last Day to DROP ONLY a Course for Online B
	27	Last Day to Add/Drop a Course for On Campus B
	19-25	Spring Break (No Classes)
	27	Classes Resume
<b>April</b>	11	Last Day to Withdraw with a Grade of "W" from On Campus & Online Sessions B
	12	No Evening Classes (4:15 p.m.) – Easter Break Begins
	13-16	Easter Break (No Classes)
	17	Easter Break Ends – Evening Classes Resume (4:15 p.m.)
<b>May</b>	13	Final Examinations for On Campus & Online Sessions B

**DOCTORATE ACADEMIC CALENDAR FOR 2017****SESSION A**

Days Classes Meet: 1/20-21; 2/3-4; 2/24-25

<b>January</b>	22	Classes Begin
	27	Last Day to Add/Drop a Class
<b>February</b>	3	Last Day to Withdraw from Class
	25	Last Day of Session A Classes

**SESSION A: Ph.D.**

Days Classes Meet: 4/21-22; 5/5-6; 5/12-13

<b>April</b>	21	Classes Begin
	28	Last Day to Add/Drop a Class
<b>May</b>	5	Last Day to Withdraw from Class
	13	Last Day of Session A Classes

**SESSION B: Cohort 3**

Days Classes Meet: 3/3-4; 3/17-18; 4/1; 4/7-8; 3/10-11 (snow date)

<b>March</b>	3	Classes Begin
	10	Last Day to Add/Drop a Class
	17	Last Day to Withdraw from Class
<b>April</b>	8	Last Day of Session B Classes

**SUMMER SESSION**

Days Classes Meet: 6/2-3; 6/16-17; 6/30; 7/1; 7/14-15; 7/28-29

<b>June</b>	2	Classes Begin
	9	Last Day to Add/Drop a Class
	16	Last Day to Withdraw from Class
<b>July</b>	29	Last Day of Winter Session Classes

**SUMMER: Ph.D.**

Days Classes Meet: 6/9-10; 6/23-24; 7/21-22

<b>June</b>	9	Classes Begin
	16	Last Day to Add/Drop a Class
	23	Last Day to Withdraw from Class
<b>July</b>	22	Last Day of Winter Session Classes



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