



CATALOG

GRADUATE

2018 – 2020



CALDWELL
UNIVERSITY

NOTICE

The *Graduate Catalog* of Caldwell University is a document of record issued for a two-year period. It contains, to the extent possible, current information concerning admissions and degree requirements, fees, regulations, and course offerings. This 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.

Caldwell University
120 Bloomfield Avenue
Caldwell, New Jersey 07006
973-618-3000

Office of Graduate Studies
973-618-3922
Fax: 973-618-3640
E-mail: gradstudies@caldwell.edu
Web site: caldwell.edu/graduate

Caldwell University is accredited by the
Middle States Commission on Higher Education
3624 Market Street
Philadelphia, Pennsylvania 19104
Telephone: 267-284-5000

The University7

Admissions11

Expenses16

Student Life, Academic Services & Facilities23

Proscribed Conduct28

Academic Policies & Procedures30

Programs of Study and Course Descriptions48

DEPARTMENT OF APPLIED BEHAVIOR ANALYSIS50

Ph.D. in Applied Behavior Analysis51

M.A. in Applied Behavior Analysis54

Combined B.A. in Psychology/M.A. in Applied Behavior Analysis57

Post-Master in Applied Behavior Analysis59

Applied Behavior Analysis Course Descriptions60

SCHOOL OF BUSINESS AND CIS69

Master of Business Administration (M.B.A.) (on campus and online)69

Combined B.S./M.B.A.72

M.S. in Accounting74

Combined B.S./M.S. in Accounting76

Business and CIS Course Descriptions77

SCHOOL OF EDUCATION82

Ed.D./Ph.D. in Educational Leadership82

M.A. in Curriculum and Instruction86

- Supervisor, Principal, Special Education and ESL Certificate Options86

Five-year Combined B.A./M.A. in Curriculum and Instruction89

M.A. in Educational Administration (on campus and online)94

Off-Campus Leadership Development (OCLD); Fast Track M.A. in
Educational Administration92

M.A. in Higher Education (online)94

M.A. in Literacy Instruction96

- Reading Specialist Certification96

M.A. in Special Education99

- with TOSD Endorsement99
- with TOSD Endorsement and LDT-C Certification99
- M.A. in Special Education99
- with TOSD Endorsement and ABA Concentration99

Post-Master LDT-C Certification102

Post-Master Reading Specialist Certification103

Post-Master School Administrator Certification104

Post-Master Principal Certification (on campus and online)106

Post-Master Supervisor Certification (on campus and online)107

Post-Master English as a Second Language (ESL) Certification108

Post-Baccalaureate Teacher Certification109

Post-Baccalaureate Special Education Teacher Certification111

Education Course Descriptions112

SCHOOL OF PSYCHOLOGY AND COUNSELING	129
M.A. in Counseling with Mental Health Counseling Specialization	130
M.A. in Counseling with Mental Health Counseling Art Therapy Specialization	133
M.A. in Counseling with School Counseling Specialization	136
Combined B.A. in Psychology/M.A. in Counseling	139
Post-Graduate M.A. in Art Therapy	143
Post-Master Director of School Counseling	145
Post-Master Professional Counselor Licensing Credits	146
Post-Master School Counseling Specialization	147
Mental Health/Art Therapy Course Descriptions	148
Counseling Course Descriptions	149
 Appendices	
Board of Trustees	154
Trustees Emeriti	154
President’s Cabinet	155
Graduate Faculty	156
Communication with the University	160
Index	162
Campus Map and Directions	168



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

While one of the youngest of the many Dominican colleges and universities throughout the world, Caldwell University is intimately linked to the eight-hundred-year history and spirit of the Dominican Order, a worldwide community of preachers, scholars, and educators which traces its origins to thirteenth century France. 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 spheres. 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 Sienna, 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.

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., with the approval of the Most Rev. Thomas Joseph Walsh, archbishop of Newark, who became its first president. Nancy H. Blattner, Ph.D., OPA, became Caldwell College's eighth and current president in July 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. On December 9, 2013, the college received official notification from New Jersey's secretary of higher education that it had been granted university status. Caldwell University commenced on July 1, 2014.

In 1974, Caldwell College became the first institution in New Jersey to award the Bachelor of Fine Arts degree. In 1979, the college became one of the few institutions in the state to offer a unique external degree program. In 1985, the Board of Trustees 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 College welcomed the first full-time male students in the fall of 1986.

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

The university now offers 13 graduate degree programs along with a number of post-baccalaureate and post-master programs. The university has consistently shown growth in the area of graduate studies, including the following additions: In 2000, Caldwell was the first higher education institution in New Jersey to offer an M.A. in Counseling with a Specialization in Art Therapy in 2008, the first Post-graduate M.A. in Art Therapy; in 2001, the university initiated a Post-baccalaureate Teacher Certification program in Special Education and a Dual Certification in Early Childhood and Elementary Education program; in 2003, the university began offering an M.B.A. program in the School of Business and CIS, 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, the university introduced an M.A. in Special Education and an M.A. in Applied Behavior Analysis. In the fall of 2009, the university's first doctoral program, a Ph.D. in Applied Behavior Analysis, commenced. The university was approved to offer its second and third doctoral programs in the fall of 2014, a Ph.D. program and an Ed.D. program in Educational Leadership. In the fall of 2016, the university began offering another graduate program, M.A. in Higher Education. The program is offered in a fully online format.

ACCREDITATIONS

In 1952, Caldwell College received full accreditation from the Commission on Higher Education of the Middle States Association of Colleges and Schools (3624 Market Street, Philadelphia, PA 19104, Telephone: 267-284-5000). Caldwell University has maintained this accreditation, which was last reaffirmed in June 2015.

Several of the university's academic programs have received specialized academic accreditations: Caldwell University is accredited by the Accreditation Council for Business Schools and Programs 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., and an M.B.A. with a Concentration in Accounting.

Caldwell University's teacher preparation program and selected education-related master degree programs were accredited in fall 2013 by the Teacher Education Accreditation Council and by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from October 2013 to October 2020.

Caldwell University's graduate programs in clinical mental health counseling and clinical school counseling received accreditation from the Council for Accreditation of Counseling and Related Educational Programs in spring of 2012. The graduate program in clinical mental health counseling with art therapy specialization received accreditation in 2015, becoming the first program of this type to receive CACREP accreditation in the nation. In addition, this program is approved by the American Art Therapy Association.

In spring 2012, the B.S.N. program received accreditation through the Commission on Collegiate Nursing Education. The accreditation was reaffirmed in 2017.

In 2014, the university's M.A. in Applied Behavior Analysis program received accreditation from the Association for Behavior Analysis International (ABAI).

Honor Societies and Professional Associations

Kappa Gamma Pi, the national Catholic college graduate honor society, is open to outstanding graduate students who have demonstrated academic excellence and service and leadership in the community. A limited percentage of the graduates may be nominated by the graduate faculty.

Chi Sigma Iota (CSI), the national honor society in counseling, is open to graduate students who have completed at least one semester of full-time graduate coursework in a counselor education degree program, have earned a grade point average of 3.5 or better on a 4.0 system, and have been recommended for membership in CSI by the chapter including promise for a capacity to represent the best in professional counseling including appropriate professional behavior, ethical judgment, emotional maturity, and attitudes conducive to working to advocate for wellness and human dignity for all.

Caldwell University was inducted as a chapter of The Honor Society of Phi Kappa Phi on April 13, 2016. The nation's oldest and most selective all-discipline collegiate honor society, PKP offers numerous benefits and resources to assist members throughout their academic and professional lives, including grants and awards totaling over \$1 million each biennium. Phi Kappa Phi membership is earned and admission is by invitation-only. Graduate students must be nominated by the university chapter, have completed at least 18 graduate hours and rank in the top 10 percent of their class to be eligible for membership.

The School of Business and CIS now is a member of Delta Mu Delta, an international honor society for both undergraduate and graduate business students.

Caldwell University is a member of the following professional associations: Council of Independent Colleges, Association of Catholic Colleges and Universities, Association of Independent Colleges and Universities in New Jersey, Council of Graduate Schools; Northeast Association of Graduate Schools; New Jersey Association of Graduate Schools; National Association of Graduate and Professional Students; National Association of Graduate Admissions Professionals; Association for Supervision and Curriculum Development; New Jersey Association for Supervision and Curriculum Development; New Jersey Association of Colleges for Teacher Education; New Jersey Council of Education; National Association of Secondary School Principals; National Catholic Education Association; American Education Research Association; American Art Therapy Association; New Jersey Art Therapy Association.

The Campus

Caldwell University is located in a residential community in suburban Caldwell, New Jersey, on a 70-acre campus surrounded by wooded areas. The neighborhood provides a high degree of privacy and security and easy access to the town center, which has a variety of shops and restaurants. At the same time, the university's close proximity to New York City – 20 miles – allows students to enjoy diverse educational, cultural, and social experiences. Caldwell is convenient to routes 46, 23, 80, 280, 287, and the Garden State Parkway. Located 30 minutes from Jersey City, Newark, Morristown, Boonton, and Piscataway, the campus can be reached by

several forms of transportation. Home to many major corporate headquarters, northern New Jersey offers students a variety of potential internships and job opportunities.

The campus currently comprises eight building complexes. Werner Hall, where many graduate classes meet, is a state-of-the-art facility that includes multi-media and computer capabilities which provide instruction in alternative formats. The building is wired with fiber-optic cable and linked to other campus facilities, including our satellite receiver. The Student Center includes a cafeteria, lounge, a snack bar, and the Academic Support Center. Most recent renovations to the Student Center building include spaces to accommodate the expanding undergraduate nursing program. The Student Center is linked to the Visceglia Art Center, which is an academic building comprising classrooms and faculty offices. Albertus Magnus and Raymond Halls are the two wings of the science building, containing classrooms, laboratories, and science faculty offices. The facility underwent a \$1.75 million renovation project. The Library was expanded in 1993 to include additional stack space and a Theatre completely equipped with the latest technology in multimedia and satellite communication. In 2015, further renovations included the creation of the Learning Commons on the first floor of the Library.

A loop roadway and expanded parking facilities were completed in the fall of 2000, and a new main entrance to the university from Bloomfield Avenue opened in 2006. The George R. Newman Center houses all of the university's athletic and fitness programs and provides additional space for student activities and the Wellness Office. In 2008 Dominican Hall, a state-of-the-art residence facility, was opened for both graduate and undergraduate housing.

Special instructional facilities include general and discipline-specific computer laboratories, a television and radio studio, art studios and gallery, a music center and practice rooms, a psychology and counseling computer laboratory, an Art Therapy space, and an Academic Support Center.

Admission Policy

It is the policy of Caldwell University to offer equal employment and educational opportunities to all. Caldwell does not discriminate on the basis of an individual's sex (including pregnancy and sexual harassment), race, color, age, national origin, disability, religion, veteran status, 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 in employment or in the administration of its educational programs and policies, admissions policies, scholarship and loan programs, or athletic and other school administered programs. Qualified individuals with known disabilities shall be provided with reasonable accommodation except where such accommodation would cause the university undue hardship. Furthermore, Caldwell University prohibits retaliation against anyone who opposes unlawful discrimination, assists or participates in an investigation of a complaint of discrimination, or exercises that person's rights under any law that forbids discrimination.

The Caldwell University coordinator for Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Titles VI and VII of the Civil Rights Act of 1964 and other laws and regulations prohibiting discrimination is: Elizabeth Elices, Caldwell University Title IX Coordinator and Compliance Manager, 120 Bloomfield Avenue, Caldwell, NJ 07006; 973-618-3429; Fax 973-618-3358.

Questions about the Policy Prohibiting Discrimination and Harassment, including a copy of the complete policy, and any complaints of harassment or discrimination shall be directed to a Coordinator. Current information can also be found at <http://www.caldwell.edu/safety/harassment-discrimination>.

Admission Requirements

All applicants, including non-matriculating and visiting students, must complete a Graduate Application for Admission and submit it with the \$50.00 application fee to the Office of Graduate Admissions. Applicants to graduate programs at Caldwell University must hold a bachelor's degree from an accredited college or university, unless a student is applying to a Combined bachelor's/master's program (see section on Combined Bachelor's/Master's Programs for more information). International students applying for admission must present documents demonstrating equivalent education and/or training from a non-U.S. college or university (see section on International Students for more information). Additional admission requirements are outlined in the **Programs of Study** section of this catalog under specific program descriptions.

Admission Procedures

Those wishing to apply for admission to a graduate program at Caldwell University should do the following:

- Complete the Graduate Application for Admission online at <http://caldwell.edu/applynow> and pay the non-refundable application fee of \$50.00. The application fee is waived for current and former Caldwell University students and for some special situations.
- Arrange to have **official** transcripts from all undergraduate and/or graduate studies sent directly to Caldwell University, Office of Graduate Admissions, 120 Bloomfield Avenue, Caldwell, NJ 07006. **No final action will be taken on an application for which there is no official transcript.**
- Request the required number of letters of recommendation from professors, employers, or other individuals who are familiar with their work to be sent directly to the Office of Graduate Admissions.
- Arrange to take required standardized test(s) and have the scores sent directly to the Office of Graduate Admissions. Scores may be no more than five years old.
- If required or desired, call the Office of Graduate Admissions (973-618-3544) for information regarding a personal admissions interview.
- Consult program descriptions to determine any additional requirements. All materials should be sent to the Office of Graduate Admissions. The office can be reached at 973-618-3544 and graduate@caldwell.edu.

PLEASE NOTE:

- **Dual Applications.** If an applicant wishes to apply for more than one graduate program, a separate application must be submitted for each program. Only one application fee will be charged. It is the applicant's responsibility to submit all necessary materials in support of each application.
- It is the applicant's responsibility to arrange for all official undergraduate and graduate transcripts and other supporting admissions credentials to be sent directly to the Office of Graduate Admissions.
- No action will be taken on credentials that arrive for which there is no completed application for admission on file.

- Any documents submitted as a part of the application process are considered to be property of Caldwell University.
- Applications which remain inactive for one year (i.e., inadequate documentation prevents an admission decision or an acceptance is not followed by registration) will be removed from active files. Under such circumstances, those wishing to be reconsidered for admission may be required to reapply.

International Students

International applicants planning to enroll under an F-1 visa are advised that according to federal guidelines they are eligible only for study in programs defined as full time and not designed solely to lead to employment in this country. Caldwell University graduate degree (M.A., M.S., M.B.A. and Ed.D./Ph.D.) programs meet these criteria; however, non-degree programs, including those leading to certification, do not and therefore cannot accept F-1 applicants. International applicants should bear in mind that the visa approval process can be quite lengthy, and they should initiate the application process as soon as possible. It is the applicant's responsibility to ensure that deadlines are met.

In addition to meeting standard admission requirements outlined above, international applicants are also required to submit the following information:

- Financial Data Sheet
- If student's native language is not English, TOEFL, IELTS scores or completion of ELS level 12 intensive program – English for Academic Purposes is required. The minimum acceptable TOEFL score is 580 (paper test) or 237 (computer test) or 92 (Internet test) with an acceptable writing score. Minimum IELTS score is 7.5. Official score reports must be sent directly to the Office of Graduate Admissions. Scores must be from a test taken within the past three years.
- A course by course evaluation of non-U.S. transcripts by World Education Services (WES, www.wes.org). Other National Association of Credential Evaluation Services (www.naces.org) accredited evaluations may be submitted at the discretion of the Associate Vice President, Enrollment Management. For electronic access to forms and other international student information, you may also consult the graduate admissions Web pages at <https://www.caldwell.edu/admissions/international-students>.

Acceptance Procedures

Before registering for any class, a person must apply and be accepted to Graduate Studies at Caldwell University under one of several possible admission status categories: Matriculated into a degree or non-degree program; Non-matriculated or Auditing (descriptions below). Final action on an application cannot be taken until all required supporting credentials have been received in the Office of Graduate Admissions. The applicant will receive official notification of admission status issued by the Office of Graduate Admissions.

Applicants for matriculation who have submitted an application, fee, and transcripts but for whom all required admission materials have not been received, may be offered provisional matriculation until all credentials are submitted, and if their official transcripts show conferment of a bachelor's degree with the required GPA and all undergraduate prerequisites met. (International applicants are not eligible for this status.) Such applicants may register for no more than one semester, nor take more than six credits if beginning their studies in the fall or spring semesters. All admission requirements must be met by the end of the first semester in which the student is registered. For students beginning their studies in the summer semester, a maximum of nine credits may be taken with all admission requirements met by November 1. Please refer to specific programs for more detailed information. Upon submission of the outstanding credentials, the student may or may not be offered full admission. If admitted, credits earned with a minimum cumulative GPA of 3.0 during provisional status will be applied to the degree upon matriculation. Applicants should be mindful that provisional admission does not guarantee full admission and continuance in the program.

On occasion, the Program Coordinator may allow students whose academic record falls below accepted standards to enter a program on a conditional basis, if in the Coordinator's judgment other evidence points to the applicant's likely success in the program. These conditional students are subject to the same policies and time limits described in the paragraph above regarding provisional students, or to other conditions stated in the admission letter.

Non-Matriculating Students

Individuals who have at least a bachelor's degree and want to enroll in particular courses for personal or professional development without reference to matriculation in any degree or certification program may apply for admission as a non-matriculating student. Applicants to this status are expected to meet the minimum academic requirements as established for regular admission. This includes official verification of an earned bachelor's degree. Should a non-matriculating student wish to change to matriculating status, he or she must apply for admission through the Office of Graduate Admissions, provide all official credentials, and undergo review by the degree program coordinator or selection committee. Non-matriculating students may enroll for 6 credits unless they have written approval of the relevant program coordinator. Credits earned with a minimum GPA of 3.0 while a non-matriculating student may be applied toward the graduate degree upon acceptance into a degree program. Admission on a non-matriculating basis does not imply eligibility for admission to a degree or non-degree program, regardless of the number of credits undertaken on this basis.

Students who are matriculating at another college or university and wish to enroll at Caldwell University for transfer to their home institution may apply as a visiting student. Ordinarily, visiting students may take up to six credits at Caldwell University. Transfer of these credits to the home institution is solely at the discretion of that institution.

Auditing

Individuals who wish to take graduate courses for personal or professional development on a non-credit, ungraded, auditing basis may do so in select graduate courses designated by academic departments each semester. Those interested in auditing must apply as a non-matriculating student and submit an application, fee, and transcripts which attest to an earned degree appropriate to the chosen program and a satisfactory cumulative GPA. Registration of auditors will take place only during the designated add-drop period, since priority must be given to matriculated students. Students may drop or withdraw for a refund within the initial two weeks of class only, and may not change the course from audit to credit status. Auditors pay half tuition.

Qualified Undergraduate Seniors in Graduate Courses

Caldwell University undergraduates who have completed 90+ credits and who have a cumulative GPA of 3.5 may take up to six credits of graduate level courses with appropriate permissions and subject to enrollment limits. Unless the student has been accepted into a combined bachelor's/master's program (see below), these courses may be taken for either graduate or undergraduate credit, but not both. Undergraduates taking graduate courses for either undergraduate or graduate credit will be charged undergraduate tuition, up to a maximum of six graduate credits.

Combined Bachelor's/Master's Programs

Highly qualified students with an excellent record may apply for admission into a combined bachelor's/master's degree program. Once accepted, students will complete a limited number of graduate courses, specified by the program, which will be applied to **both the undergraduate and graduate degree requirements**, thereby shortening the time needed to earn a graduate degree. 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. For details on this opportunity, please refer to the catalog sections on Applied Behavior Analysis, Business, Psychology and Counseling, and Education.

General Information

Questions concerning admission status should be addressed to the Office of Graduate Admissions at 973-618-3544 or graduate@caldwell.edu. This office is typically open Monday to Friday from 8:30 a.m. to 4:30 p.m. (8:30 a.m. to 12:00 p.m. on Friday in the summer). The office may also have extended evening and Saturday hours available — call for more information. Questions pertaining to academic matters may be addressed to the appropriate Program Coordinator. See the Communication with the University section at the end of this catalog for contact information.

Tuition, Fees, and Payment Procedures

Graduate tuition is billed per credit. The Bursar's Office will issue an itemized billing statement approximately six weeks before the start of each semester to all registered students. Billing statements are also available to students through their student portal. A detailed letter of instruction for payment will accompany the statement along with due dates. Payment is accepted in person, by direct wire transfer, or by mail. The Bursar's Office accepts cash and checks, credit card payments can be made online through the Caldwell University Web site or by going to Afford.com. There is a fee charged for credit card use and cards will not be accepted in the Bursar's Office. In no case will a student receive a degree, diploma, grades, or transcripts of credits until charges have been paid in full.

For those who prefer to pay their educational expenses in convenient installments of five payments per semester, a commercial tuition plan is available. Detailed information, dates and instructions are mailed with the fall and spring billing statements. There is a \$40.00 enrollment fee per semester to participate in the Tuition Management Plan.

Students anticipating grants, scholarships, or loans may defer payment for the anticipated amount and must follow the instructions in the billing packet using the Bursar Payment Worksheet as provided. Recipients of financial aid must have filed a FAFSA form and received an award letter, the aid will then be shown on the billing statement as *unapplied aid and will be subtracted from the balance.

**Students should be aware that they must enroll in six credits to be eligible for Federal Stafford Loans.*

Please contact the Bursar's Office at 973-618-3227 for all billing related questions.

TUITION AND FEES 2018–2019

Graduate Tuition (per credit)	\$995.00
Graduate Tuition (per credit) Ed.D./Ph.D. Ed. Leadership	\$1175.00
Undergraduate Tuition (per credit)	\$715.00
Graduate Audit Tuition (per credit)	.50% of cost per credit
Application Fee (non-refundable)	\$50.00
Graduation Fee (documentation & diploma)	\$175.00
Comprehensive Fee (per semester – fall and spring only)	\$230.00
Education Assessment Fee	\$15.00 per education course
Transcript (processing fees added)	\$7.25 (\$12.25 Rush)
Student Teaching Field Experience Fee	\$440.00 – \$1010.00
Live Text (available at Manning Campus Store)	\$185.00
Online Course Fee	\$25.00
UMI Publishing Fee	\$110.00

**Fees may be subject to change. For fully online Virtual Campus delivered Programs, please consult the Bursar's Office or Program Coordinator.*

All graduate students should consult their academic department/school for the specific requirements related to background checks and additional practicum/internship fees. Education students should consult the School of Education for fees related to state certifications (973-618-3551).

Financial Aid

Financial aid is available to matriculated graduate students who are attending Caldwell University and who are taking at least six credits per semester towards degree completion. This assistance is available through the Federal Stafford Loan program.

Students wishing to apply for aid must file the Free Application for Federal Student Aid (FAFSA) at least six weeks before the intended start date in order to determine eligibility. Applicants must be citizens or eligible non-citizens of the United States, be in compliance with the university's academic progress policy, and not be in default on any prior federal educational loans or owe a refund on any prior federal educational grant. Please note, graduate students who take nine graduate credits or more per semester are considered to be full-time students. Students who take less than nine graduate credits per semester are considered to be part-time students. Students who take six or more graduate credit hours per semester are eligible to apply for Federal Financial Aid. Students who are enrolled in either Thesis or Dissertation courses are considered full-time for the purposes of Financial Aid.

Also note, some federal programs offer student loan forgiveness to some teachers who subsequently work for a prescribed length of time in designated low income schools.

FAFSA forms are available for download at www.fafsa.ed.gov and loan applications and information are available at <http://www.caldwell.edu/financial-aid>. The Office of Financial Aid is located on the first floor of Aquinas Hall, in the C.A.R.E.S. Center. Office hours can be found on the Caldwell University Web site at <http://www.caldwell.edu/financial-aid>. The telephone number is 973-618-3221 or 1-888-864-9556.

Tuition Remission Information

In keeping with its heritage and its mission, Caldwell University extends various tuition remissions. The table below lists all available tuition remissions. Supporting documentation must be presented to the Bursar's Office once a year at the time of registration.

Chart Notes

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:

GR – Graduate degree

G2 – 2nd Caldwell graduate degree

Proof must be submitted to the Bursar's Office on a yearly basis to renew the discount yearly (excluding Phi Theta Kappa and the associate degree discount).

Remissions labeled **TR** must apply through the Office of Human Resources.

Remissions as of fall 2018	GR	G2	Eligibility requirements
ABA Graduate Assistantship	Stipend and 100% up to 9 credits per year	Stipend and 100% up to 9 credits per year	Scholarship is awarded to students in ABA programs by the Director of the Center for Autism and Applied Behavior Analysis.
ABA Doctorate Fellowship	Stipend	Stipend	The fellowship is awarded to Ph.D. students in ABA by the Director of the Center for Autism and Applied Behavior Analysis.
Alumni Remission – (Degree to Degree – Eligible; Degree to Certificate – Eligible; Certificate to Degree – Not Eligible; Certificate to Certificate – Not Eligible)	10%	15%	Tuition remission is extended to students who have earned a degree from Caldwell University/College and are pursuing another degree or certificate, the discount is applied by division not by class. The discount only applies to those with a previous Caldwell University/College degree.
Atlantic Health Employee Discount	25%	X	Tuition discounts awarded to employees of Atlantic Health System, proof of employment must be submitted annually.
Caldwell – Family/Sibling Discount	10%	10%	Tuition discount for student's whose spouse, child, or sibling are concurrently enrolled at Caldwell University as a full-time traditional undergraduate. This can be applied to undergraduate and graduate students.
Caldwell FT Employee, TR	100%	100%	Tuition remission for full-time employees of Caldwell University. Please refer to the Caldwell University Policy Manual, volume 3 for details.
Caldwell PT Employee, TR	50%	50%	Tuition remission for part-time employees of Caldwell University. Dependents and spouse of part-time employees do not qualify.
Criminal Justice Discount	25%	25%	Tuition discount for adult undergraduate and graduate students working as a paid police officer, firefighter, or EMT.
Dominican Sister of Caldwell	100%	X	Tuition remissions for Caldwell Dominican Sisters.
EDCor	20%	X	Tuition discount for employees of companies enrolled in the EDCor benefit program. Proof of employment must be submitted annually.
Graduate Assistantship	100% up to 6 credits a semester	X	Scholarship awarded to a student by committee. The work the student is doing is supervised by Department Chair/Associate Dean or the Director of the Academic Support Unit where the assistantships is awarded.

Remissions as of fall 2016	GR	G2	Eligibility requirements
Lowes & UPS Employee Discount	20%	X	Tuition discount is for their first undergraduate and/or graduate degree.
Newark Archdiocese	50%	X	Newark Archdiocese faculty and staff discount. Must provide annual proof of employment.
Parish Volunteer Discount	20%	X	Tuition discount for adult undergraduate or graduate 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 (excluding Newark Archdiocese)	25%	X	Tuition discount for full-time teachers, principals, nurses, librarians whose positions require state certification at a Catholic school.
Religious Discount	25%	X	Adult undergraduates 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.
Teacher Cohort Discount	25%	X	Tuition discount for teachers in the off-site education cohort programs taking graduate coursework towards their master's program. These students are selected by the Department of Education.
VA CH33 Non-Yellow Ribbon – Determined by FA VA rep	25%	25%	Tuition discount awarded to students who are post-9/11 benefit eligible but not at 100% eligibility.
Principal Roundtable Discount	25%	X	Tuition discount for employees of schools that are members of the Caldwell University Principal Roundtable enrolled in graduate education degree or certificate program. Proof of employment must be submitted annually.

Educational Opportunity Fund Grants

These are grants awarded to New Jersey residents who meet the financial aid guidelines established by the State of New Jersey for the Educational Opportunity Fund Program. For eligibility, students must be in full time attendance (nine credits a semester, fall and spring). For further information, contact the Director of the EOF Program at 973-618-3246.

Graduate Assistantships

Each year a limited number of merit-based graduate assistantships are offered that award up to six credits of graduate tuition remission to awardees for each of the fall and spring semesters. GAs participate in a faculty-directed project that requires approximately twenty hours per week of the student's time. Students must be fully matriculated and in good standing. Visit www.caldwell.edu/graduate-research-assistantships, or contact the Office of Graduate Studies for details.

Institution Tuition Refund Policy

Enrollment in classes constitutes a financial obligation and non-attendance in class does NOT classify as an official withdrawal. **ONLY** students who file an official withdrawal or add/drop form with the Office of the Registrar will be entitled to a refund according to the following schedule:

Fall/Spring

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	NO REFUND

Summer/Winter

After the first class	.80%
After the second class	.60%
After the third class	NO REFUND

Accelerated Courses

Within the first week	.80%
Within the second week	.60%
After the second week	NO REFUND

Any student who fails to drop or withdraw from a course within the published time periods, is 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 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 Graduate Billing Manager in the Bursar's Office (973-618-3926).

Title IV Refund/Repayment Policy

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: Parent/Graduate PLUS Loan, unsubsidized Stafford Loans, subsidized Stafford Loans, Federal SEOG Grant and Federal Pell Grant.
 - a. A student's withdrawal date is:
 - i. The date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw; or
 - ii. The midpoint of the period for a student who leaves unofficially without notifying the institution; or
 - iii. The student's last date of attendance at a documented academically related activity.

2. 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 Student Accounts.

3. 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.
 - a. The percentage of Title IV aid earned shall be calculated as follows: $\text{Number of days completed by student} \div \text{Total number of days in term} * = \text{Percent of term completed}$ the percent of term completed shall be the percentage of Title IV aid earned by the student.
 - i. *The total number of calendar days in a term of enrollment shall exclude any scheduled breaks of more than five days.
 - b. The percentage of Title IV aid unearned (i/e., to be returned to the appropriate aid program) shall be 100% minus the percent earned.
 - c. Unearned aid shall be returned first from the student's account calculated as follows: $\text{Total institutional charges (x) percent of unearned aid} = \text{amount returned to programs}$ Unearned Title IV aid shall be returned to the following programs in the following order:
 - i. Graduate/Parent Federal PLUS Loan
 - ii. Unsubsidized Federal Stafford Loan
 - iii. Subsidized Federal Stafford Loan
 - iv. Federal SEOG Grant
 - v. Federal Pell Grant
 - vi. Other Title IV grant programs

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

- d. 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 programs(s) as follows:
 - i. Graduate/Parent Federal PLUS Loan
 - ii. Unsubsidized Federal Stafford Loan*
 - iii. Subsidized Federal Stafford Loan*
 - iv. Federal Pell Grant**
 - v. Federal SEOG Grant**
 - vi. 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) verify 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.

Academic Success Center

The Academic Success Center, located on the first floor of the Student Center, is designed to assist students of all abilities in the attainment of their academic goals. Individual and group tutoring in most academic subjects is available on a scheduled basis. In addition, various drop-in hours are also offered. Assistance with writing assignments is available in the Writing Center for both drop-in and scheduled appointments. Please call the Coordinator of Tutoring Services at 973-618-3271 for more specific information regarding tutor availability and Academic Success Center hours.

Alumni Association

All graduates of Caldwell University are active members of the Alumni Association and may hold office on the Executive Board. Caldwell University alumni contribute time and energy, in addition to financial support, to the university and have an interest in seeing the university continue to grow and flourish. Those alumni who wish to pursue additional courses are eligible for a tuition discount. In addition, the services of the Career Planning and Development Office, the Library, and other facilities are available. Alumni are encouraged to remain in touch with faculty members and to keep the Office of Development and Alumni Affairs informed of their professional and personal successes. The Office of Development and Alumni Affairs can be reached through the Alumni Association Web site, www.caldwell.edu/alumni or at alumni@caldwell.edu.

The Campus Store

The Caldwell University Campus Store, located on the first floor of the Student Center, is open Monday through Thursday from 9:00 a.m. – 6:00 p.m., Friday 9:00 a.m. – 4:30 p.m., and Saturday 10:00 a.m. – 2:00 p.m. Books can also be ordered online. To contact the Campus Store, call 973-618-3262 or visit caldwell.bncollege.com.

Career Planning and Development Office

The Career Planning and Development Office provides students with the necessary tools and training to prepare for their professional futures. Career Planning counselors review résumés and offer career assistance in multiple formats to accommodate graduate students' busy schedules, including in-person, email, phone, or using one of the resources described below.

The office maintains an online career management system, College Central, which provides students with an online job board, a calendar of events, review of uploaded résumés and other career-related resources. All Caldwell University students have access to OptimalResume, an online resource with résumé-building tools and templates, sample cover letters, and a practice interview module. Career Planning hosts career-related programs that attract graduate students and relevant employers, including the Fall Part-Time Job and Internship Fair, the Spring Career Fair, a Networking Breakfast with the School of Business and CIS, and an annual Etiquette Dinner. The office issues an e-newsletter listing recent job postings and upcoming events several times each month as well as emails targeted to graduate students.

Students can book individual appointments and practice interview sessions online, or take advantage of our frequent walk-in and evening hours. Learn more about services for graduate students online at <http://www.caldwell.edu/career>, stop by the Career

Planning and Development Office in Aquinas 109, or contact us at 973-618-3290 or careers@caldwell.edu.

Fitness Center

For students' health and recreation, the university opened a state-of-the-art fitness facility in the George R. Newman Center. It offers weight machines, free weights, aerobic equipment (bikes, treadmills, and elliptical trainers), and exercise areas. The Newman Center also houses basketball courts, an indoor track, and an aerobics room.

Information Technology Resources

The mission of the Office of Information Technology is to provide reliable, up-to-date and effective information technology systems and services to support the University's missions of learning, teaching, research, and service. The IT Department is a solutions provider taking a proactive role in assisting the university via technology, to accomplish its mission and long term vision.

For any assistance with your IT needs please visit the Portal's IT page https://my.caldwell.edu/ICS/Campus_Community/Information_Technology/Home.jnz or call IT support at 973-618-3904.

Jennings Library

The Jennings Library is a vibrant and dynamic space where students can study independently, work collaboratively with colleagues or just take time for reflection. From early in the morning until late at night, welcoming work spaces are available including technology-enhanced group study rooms, individual study carrels, and the Learning Commons - a collaborative study space featuring study booths and display boards.

The Library collection includes over 138,000 print sources and a wide array of scholarly databases that support research across disciplines. An extensive DVD and streaming media collection is available, including more than 96,000 streaming videos and over 2,000,000 tracks of streaming music. The library also provides access to more than 190,000 electronic books as well as 72 print periodicals and more than 50,000 electronic journals. A large collection of children's literature and a variety of teaching-related materials are available in the Curriculum Center. With a university Net ID, full access to all library resources is available from on or off-campus locations.

When locally held materials do not suffice, students can obtain needed materials from libraries across the United States through the interlibrary loan service. The university's collections are also augmented by consortial agreements with other New Jersey libraries. The VALE (Virtual Academic Library Environment) Reciprocal Borrowing Program enables faculty and students to borrow materials from participating academic libraries in New Jersey, including Rutgers and Montclair State Universities, while Reciprocal Essex Borrowing Libraries (ReBL) card holders have access to 20 member libraries in Essex County.

Reserve, audiovisual, and circulation services are provided by the circulation staff and friendly, professional librarians provide research assistance in person, by phone, text, chat, or e-mail. Point of need reference assistance is available throughout much of the day and evening. Individual consultations can be scheduled to obtain help with planning research strategies and finding the best resources for class projects and assignments. The “My Librarian” program partners incoming students with librarians, providing a more personalized connection. Throughout the year, the library celebrates the research and scholarly activities of the campus community through exhibits of student and faculty work.

Technology is available to students throughout the library. Students are welcome to bring their own devices, borrow an iPad or Chromebook from the Information Desk, or use one of the library’s desktop computers. In the Creation Station, students have access to 3D printers and 3D scanners. Printing is available in the library and Wi-Fi is accessible throughout the building.

Additional services include a self-service beverage area in the main lobby where coffee, tea, lattes, and hot chocolate are available for purchase. During exam periods the library is open extended hours, and it sponsors free massages and beverages as well as fun contests to help students reduce stress as they study for finals. The library’s website (www.caldwell.edu/library) provides current information about hours and services as well as full access to the library’s resources.

Parking and Security

Parking is available and easily accessible to all buildings. Parking registration information is available on the Campus Safety portal page (https://my.caldwell.edu/ICS/Campus_Community/Campus_Safety__Emergency_Preparedness.jnz). Simply log in to submit your information and then stop by the Student Center, room 119, to pick up your parking sticker. There are no fees for the parking stickers, which are required. Stickers are renewable each August for students. ID cards are also processed through the Campus Safety office located in the Student Center, Room 119.

G4S Security, a private contract security company, provides 24/7 unarmed, uniformed officers whose primary function is to promote a safe and secure environment for students, faculty, staff, and visitors to Caldwell University. There are four “blue light” emergency phones located on campus, with all calls going to the 24/7 university switchboard (973-618-3289). Always dial 911 in the event of an emergency, followed by notifying security at 973-618-3289.

All students, staff, and faculty are encouraged to sign up for the university’s Blackboard Connect emergency mass notification system at <https://caldwellen.bbcportal.com> or through the University Website. Blackboard Connect is a service which disseminates all emergency and weather-related campus information to anyone signed up to receive it.

Student Center and George R. Newman Center

These centers provide a multitude of opportunities for graduate students. The Student Center contains art galleries, an orchestra room with private recital rooms, a cafeteria, lounge, snack bar and gymnasium. The George R. Newman Center, a 60,000 square foot student activities and recreation center, houses a large gym with two practice basketball courts, a running/walking track, fitness center, aerobics room, locker rooms, athletic offices and the Offices of Undergraduate and Graduate Admissions.

Substance Awareness Counseling

Substance Awareness Counseling offers services to students and all members of the university community in the form of counseling, education and referral for anyone experiencing problems with alcohol or drugs, or who is concerned about a friend's or family member's use. Services are confidential and free. Please call 973-618-3305 for further information.

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

Campus Ministry offers students, faculty, and staff opportunities for spiritual growth and for service projects rooted within a Christian social conscience. The Office of Campus Ministry is available to persons of all religious faiths and traditions. Students are encouraged to participate in planning and assisting at special liturgical events throughout the academic year, including liturgies, prayer services, and retreats.

Students interested in providing music for liturgical celebrations are always welcome to share in the music ministry. Pastoral counseling and spiritual direction are also available by contacting the Campus Ministry Office at 973-618-3660.

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, and information does not appear on transcripts or in university records. For further information about Counseling Services, log onto our Web site at 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. 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 welcomed and accommodated as scheduling allows.

Health Services is also responsible for the public health of the campus community 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. Health Services is also responsible for the health clearance of all students prior to their clinical rotations in health professions majors.

All visits to Health Services are confidential. Medical information will only be released with written permission 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.

Alcohol

The legal drinking age in New Jersey is 21 years. In accordance with the law, alcohol purchase and consumption on the Caldwell University campus will be governed by the following regulations. No one under the legal age for drinking shall be served or allowed to sell, purchase or consume alcoholic beverages. Caldwell University allows alcoholic beverages to be served to persons of legal age at meetings or social gatherings held on campus. Permission to sell alcoholic beverages must be secured in advance from the Director of Student Activities. Request forms for a license application may be secured in that office. Approval is dependent upon a liquor license and the existence of adequate measures to preclude the serving of alcoholic beverages to those under the legal age.

Appeals

A student may appeal the decision of the Judiciary Board by filing a written request for review with the President of the university no later than five business days after receipt of notice of the Board's decision. The President, or an appropriate delegate, will review the matter and may confirm or reverse the decision, but may not increase any penalty imposed. Within a reasonable time of receipt of the request for review, the President or an appropriate delegate will advise the student, in writing, of a decision.

Mobile Technology

No cell phones or smart watches (e.g., Apple watch) should be activated during class or university activities, e.g., concerts, lectures, commencement, etc.

Destruction of Property

Damage, defacement, or destruction of university property or the property of any person on university property is punishable by law.

Drug Policy

Caldwell University upholds the laws of the Federal Government and Title 24 of the Statutes of New Jersey, which prohibit the illegal possession, use, or distribution of marijuana, cocaine, LSD, or other hallucinogens and narcotic drugs. Students who violate these laws are subject to severe disciplinary measures, including possible

expulsion. The university cannot protect an offender against the penalties of the law. Law enforcement officers, when possessing the proper documents, have a legal right to search any and all buildings on campus without prior notice. Any student known to be distributing or selling drugs as mentioned above will be dismissed from the university. The university will not differentiate between violations occurring on or off campus. While in no way condoning the breaking of the laws pertaining to drugs, the university is concerned in every way possible to help the individual achieve a realistic understanding of the consequences of the use of drugs. Therefore, the resources of the university will be available, on a confidential basis, to any student desiring assistance. Since the university is not equipped for rehabilitation, referral to such a service may be necessary. Substance Abuse Counseling is available by calling 973-618-3305.

Harassment

Caldwell University prohibits harassment of or by any employee(s) or student(s) on the basis of 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 such characteristic protected by applicable federal, state or local law. Harassment consists of unwelcome conduct, whether verbal, physical, or visual, in any form whether in person or through any medium, that is based on a person's protected status. Examples of harassing conduct include, but are not limited to stalking, epithets, slurs, jokes, teasing, kidding, bullying, negative stereotyping, and threatening or hostile acts that relate to an individual's protected status, and physical acts of aggression, assault or violence, regardless of whether these acts are being or have been investigated as criminal offenses by a law enforcement agency. Any written or graphic material, including any electronically transmitted or displayed material that likewise denigrates or shows hostility toward members of these protected groups, is also considered harassment. Any act of domestic or dating violence in considered a form of harassment and is prohibited. A person does not have to be the direct target of harassment to make a complaint.

Caldwell will not tolerate harassing conduct that:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive working environment;
2. Has the purpose or effect of unreasonably interfering with an individual's work environment or performance;
3. Adversely affects tangible employment benefits;
4. Has the purpose or effect of creating an intimidating, hostile, or offensive study or learning environment;
5. Has the purpose or effect of unreasonably interfering with an individual's study or learning experience; or
6. Adversely affects an individual's tangible educational benefits.

Academic Advisement

The coordinator of each graduate program is available for academic advisement, and students are strongly encouraged to consult with him or her concerning course selection and other aspects of their academic planning. Ultimate responsibility for proper registration lies with the student.

Academic Calendar

The academic year consists of two standard semesters, the fall and the spring, and two summer sessions. Most graduate courses are offered during the late afternoon or evening hours. The Post-Baccalaureate Teaching Certification courses are offered primarily on Saturdays. There are separate schedules for accelerated online semesters and for the Doctoral programs in Education. The current calendar dates are posted on the Portal at https://my.caldwell.edu/ICS/Calendar.jnz?portlet=Interactive_Academic_Calendar.

Academic Integrity

Academic integrity, that is, 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. Students who witness violations are required to report the academic dishonesty to the appropriate academic authority such as their instructor, chair/Associate Dean, program coordinator, Director of Graduate Studies, 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 of 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 quotations, 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 the instructor.

Interference

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

Complicity

Assisting or attempting to assist another student in violating Academic Integrity by any of the actions described in this document. In addition, complicity is also witnessing academic integrity violations and failing to report them.

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/Associate Dean and to the Vice President for Academic Affairs. The penalty for violation of academic integrity ranges from probation to immediate dismissal. The Office of Academic Affairs issues the letter indicating the violation and the penalty that applies.

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

Subsequently, the student may register a formal written appeal with the Vice President for Academic Affairs who will convene the Academic Appeals Board. If the student is a graduate student, the Academic Appeals Board will be chaired by the Director of Graduate Studies and will include the chair/Associate Dean of the department of the faculty member involved in the appeal, one member of the Graduate Academic Foundations Committee, and a 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.

Professional Code of Ethics

Students are expected to adhere to their professional Code of Ethics. Penalties for violations of the code may range from probation to dismissal at the discretion of the department/School faculty, graduate coordinator, the Chair/Associate Dean, and the VPAA.

Academic Progress

Students are expected to demonstrate progress toward a degree according to the following conditions:

1. The attainment of a degree within a maximum of seven academic years from the date of official matriculation. (See section on Interruptions of Registration.)
2. The maintenance of a minimum cumulative GPA of 3.0 in order to be awarded a degree. (See sections on Academic Standing and Academic Probation.)

Academic Standing

The scholastic standing of a student is determined by the quality of work in class, written assignments, exams, and practica. Students who do not maintain the required 3.0 cumulative GPA or earns a grade below a B- in the completion of courses as a graduate student, will fall from good academic standing into probationary status or, if it reoccurs, may be subject to dismissal by the Director of Graduate Studies.

Academic probation on a Master's level is a warning to the student that the quality of work is below the level which might reasonably be expected to lead to graduation. It is also a warning that the student will be dismissed from the university unless the student returns to good academic standing by the end of the probationary period. Students who fall below a cumulative grade point average (GPA) of 3.0 in the completion of graduate courses, or receive a grade below a B in required graduate courses, will be placed on academic probation. Students who take undergraduate classes while in the graduate program will be placed on probation if they earn a grade of B- or below. Please note that a grade of D does not earn credit in any of the graduate programs at Caldwell University. Any student who receives a grade of D, will be required to retake the course. The student will be required to make satisfactory progress each semester as defined by the program coordinator and the Director of Graduate Studies until the student returns to the 3.0 threshold, or the student will be dismissed from the program. Normally, students are expected to return to good academic standing after a subsequent semester of enrollment although the student may request in writing a more extended period with approval from his/her program coordinator. Students who are on probation should meet with their program

coordinator before registering. Graduate students may be placed on academic probation only once, barring extraordinary circumstances.

Academic probation for Doctoral Students: Please refer to specific programs in ABA and the School of Education.

Academic dismissal may occur if academic probation is not resolved within the prescribed period or a student receives a second grade below B- in any graduate course. The same rules apply for undergraduate courses taken while in a graduate program (i.e. as prerequisites). A student who is dismissed for academic reasons may appeal in writing to the Director of Graduate Studies who will take the matter under review with the Graduate Academic Foundations Committee (GAFC). Appeals from students for reinstatement following academic dismissal will be decided in one of three ways by the GAFC: reinstatement to good academic standing; reinstatement to probationary status; or denial of appeal for reinstatement. If students have been re-instated on probationary status, and subsequently dismissed the second time, they may not apply for reinstatement. The decision of the GAFC is final and may not be re-appealed. Dismissed students may not register for graduate or undergraduate classes while an appeal is pending.

Graduate Reinstatement Policy

Reinstatement: Dismissed Students

No student dismissed for academic reasons may be reinstated in the original program unless all of the following are satisfied:

At least two subsequent semesters (fall, spring, summer) have elapsed since the student's dismissal.

At least one professional letter of recommendation for reinstatement that addresses the petitioner's current status, and reflects the petitioner's abilities to successfully complete the program has been submitted. Examples include letters from professors, supervisors, employers, etc.

The student files a reinstatement petition in which the rationale for reinstatement is clearly indicated. The written petition should also address changes that the student has made since dismissal that serve to convince the Graduate Academic Foundations Committee that the student's future academic success is likely. Any supporting evidence must be included with the written request.

The petition should be filed for consideration by the GAFC committee. The requests for reinstatement should be sent to gradstudies@caldwell.edu.

Timeline: For requests for reinstatement return in the fall semester, the petition and all the associated documents should be filed by April 15. For requests for reinstatement effective in the Spring semester, the petition should be filed by November 1. For requests for reinstatement effective in the Summer semester, the petition should be filed by March 1.

Among factors that may be considered in deciding whether to reinstate a student are:

- A student's prior academic record,
- The reasons for the student's dismissal,
- Whether the reasons for dismissal have been overcome, and are unlikely to reoccur,
- The nature of the student's activities since dismissal.

Students approved for reinstatement must pay a \$50.00 reinstatement fee to process their reinstatement.

If the Graduate Academic Foundations Committee elects to reinstate the petitioner, the reinstatement shall be on a Probationary Status. The length of the Probationary Status will be determined by the Graduate Academic Foundations Committee. During the Probationary Status, the student may take a maximum of six (6) credits at the discretion of the program coordinator and must earn a minimum grade of B (3.0) in each course. At the conclusion of the petitioner's Probationary Status, the Graduate Academic Foundations Committee will determine if the student may re-enter the graduate program as a non-probationary student.

Failure to earn a minimum grade of B (3.0) in each course while under Probationary Status will result in dismissal without the possibility of reinstatement.

Admission to another program: Dismissed students

The student may choose to apply to another graduate program at Caldwell after at least two subsequent semesters (fall, spring, summer) have elapsed since the student's dismissal. Standard admission documents will be required for such an admission. In the admission narrative, however, the student should provide a rationale for admission to a different program. The narrative should also address changes that the student has made since dismissal that would serve to convince the Graduate Coordinator and, if necessary, the Graduate Academic Foundations Committee that the student's future academic success is likely. Any supporting evidence must be included with the written narrative in addition to the standard application materials.

Appropriate Use and Computer Ethics Policy

Technology Usage Policies

Access to computing resources and networks that are owned or operated by the university imposes certain responsibilities and obligations, and is granted subject to university policies and applicable laws. Appropriate use is always ethical, reflects academic honesty, and shows restraint in the consumption of shared resources. It demonstrates respect for intellectual property, ownership of data, system security mechanisms, and individuals' rights to privacy and to freedom from intimidation and harassment. Users are responsible for taking appropriate precautions to reduce their risk of downloading viruses or other potentially harmful software. The university is not responsible for any virus infection that is the result of accessing the Internet using university networks. Users who access the university network using a privately-owned computer system or mobile device are responsible for adhering to the university Technology Usage Policies. This applies whether the user connects to the network directly, via a virtual private network, and/or through cloud services.

Appropriate Uses of Computing Resources

Users of the university network or computing resources must comply with all university policies including but not limited to any ethical standards or Code of Conduct that applies to that user. Unauthorized use of university resources, unauthorized access to files and data, violation of the Copyright Act, and violation of the laws of the applicable jurisdiction are strictly forbidden. The primary use of email accounts provided by the university should be related to university business and academic pursuits. Secondary uses may include personal and recreational uses that will be curtailed if they interfere with the primary function. Personal messages will be treated no differently than other messages.

These excerpts were taken from the Appropriate Use and Computer Ethics policy which will be available in its entirety to Caldwell University students. Students using a university-owned computer or a computer connected to the network are bound by this policy. Upon application for a university account, students will be asked to read the policy and return a signed agreement. Failure to consent to or abide by the terms of the Appropriate Use and Computer Ethics Policy will result in removal of the right to use university-owned computers and/or the network.

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 aspect of any 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.

Students in accelerated courses who fail to participate the first 3 days of the course should officially withdraw from the course through the Registrar's Office to avoid receiving an F.

Field Experience and Clinical Internship

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 students in clinical internships are required to have liability insurance through NJSEA (New Jersey Student Education Association). For details, please contact the School of Education Office at 973-618-9523. For Counseling students, the due dates are May 1 for summer and fall semester placements and December 1 for the spring semester placement. For details about placements in Counseling programs, please contact the coordinators.

Certification Due Dates

Students must submit the *Intent to Seek New Jersey Certification* form, application for certification, and appropriate fee by **October 1** for the fall semester, **February 1** for the spring semester, and **July 5** for the summer. Failure to follow this procedure will delay certification.

Certification Procedures – Superintendent, Principal, Supervisor, Reading Specialist, Teacher, School Counselor, Director of School Counseling, ESL

It is the responsibility of the student to contact the University's Certification Officer in the semester in which all certification requirements will have been met and to complete the appropriate paperwork by the established deadline. Completed paperwork will be forwarded by Caldwell University to the New Jersey Department of Education. The Certification Officer is located in Werner Hall, room 219.

Commencement

Degrees are conferred annually on Commencement Day at the close of the spring semester. In order to participate in commencement exercises, a student must have completed all degree requirements, with the exception stated below regarding August grades.

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.

All August graduates are eligible to participate in the commencement exercises the preceding May. These students must, at the time of 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.

Doctorate Degree Commencement Requirements

Caldwell University confers degrees three times a year – in May, August, or December. The commencement ceremony is held once a year in May. In order for a candidate to participate in May ceremonies, the student must complete all dissertation requirements prior to graduation. If the requirements are not met, the degree can be awarded at the next conferral date, and the student is then eligible to participate in the commencement ceremonies the subsequent May.

The last date for the oral defenses is six weeks prior to the end of the semester. Refer to the specific Handbooks for the timelines. Upon the completion of all program requirements as specified in the appropriate Handbooks, students are eligible to participate in the commencement activities. The entire process must be completed by April 30th for May graduation or November 30 for December graduation.

Course Cancellation Policy

Caldwell University reserves the right to cancel a course for which there is insufficient enrollment, to limit registration, and to change instructors when necessary.

Course Changes – Add/Drop/Withdrawal

Courses may be added or dropped during the designated period for such changes as indicated on the university calendar. After a certain date, students wishing to change their course load may request a withdrawal. Appropriate forms and current deadlines may be obtained in the Office of the Registrar. No student will be permitted to add, drop, or withdraw from a course after dates indicated on the university calendar and/or without appropriate approvals.

Failure to attend class, even with notice to the instructor, does not constitute an official withdrawal. **Failure to withdraw officially from a course by the deadline date will result in a grade of “F” for the course.**

Tuition refunds will be determined based on the date the appropriate form is signed and submitted.

Degree Application

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

Expected Date of Graduation	Application Date
May	November 1
August	February 1
December	May 1

Failure to submit an application for graduation by the appropriate deadline may result in reapplication for the next diploma-award date.

Degree Requirements

Students are required to complete the curriculum prescribed in the university catalog in effect when they matriculate unless they declare intent to follow requirements of duly revised programs. To be eligible for graduation with a master's degree, a student must satisfactorily complete all of the program requirements with a minimum GPA of 3.0 based upon a possible 4.0 system. It is the student's responsibility to be aware of and to meet all graduation requirements.

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 and/or email. 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, classes may be held. Therefore, this number or the university Web site should be checked again after 3:00 p.m. for a final decision on class cancellations.

Grade Change and Appeal

A final grade may be changed for reasons of error in computation or in transcribing or in unusual circumstances. Any such changes must be made within four months of the posting of the initial 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/Associate Dean). 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. The appeal will then be heard by the Graduate 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 Graduate Academic Foundations Committee. If the faculty member is not available to participate in the appeal process, the department chair/Associate Dean 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.

Grade Reports

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

Incomplete Grades

A temporary grade of Incomplete may be given at the discretion of the instructor. In order to qualify for a grade of Incomplete, at least 80% of the course work must be satisfactorily completed. An Incomplete grade that has not been removed by the date indicated on the approval form for a temporary grade of Incomplete, or within four months of the end of the semester in which the IN grade is given, automatically becomes a grade of "F". Incompletes must be filed in the Office of the Registrar one week before the beginning of examination week.

Independent Study

Independent Study courses consist of student-designed, faculty-approved, in-depth courses of study outside the graduate program's regular course offerings. Such courses may be pursued only after a proposal has been approved by the instructor, the coordinator of the graduate program and the Vice President for Academic Affairs.

Interruptions of Registration and Leave of Absence **Interruptions of Registration**

Students enrolled in a graduate program at Caldwell University are expected to maintain continuous enrollment until all requirements are completed. Students who need to interrupt their studies prior to the beginning of a semester must notify the University through the university portal (<https://my.caldwell.edu/ics/>) in order to

remain in good standing in the program. If the students are registered for classes, they should make sure the classes are dropped to avoid tuition charges.

Students who interrupt their studies for more than four consecutive semesters will be dropped from the program. Students wishing to re-enter the program following the extended absence (more than four semesters) must submit a request for readmission to the Office of Graduate Admissions and meet with the program coordinator for advisement prior to registration. Students will be responsible for the degree requirements at the time of readmission.

Leave of Absence

Students enrolled in courses in a graduate program at Caldwell University are expected to complete the courses within an allotted semester time. Students who need to interrupt their studies during the semester must discuss the situation and the potential Leave of Absence with their program coordinator. If the Leave of Absence is the only resource for the student, the Leave of Absence must be requested through the university portal (<https://my.caldwell.edu/ics/>). Students who take the Leave of Absence after the approved drop/add period are still responsible for all financial obligations. Please see the "Course changes" policies regarding adding, dropping, and withdrawing from classes. Please see the Institution Tuition Refund Policy for the refund information. Students who take a Leave of Absence after the add/drop period must repeat the entire course(s) they interrupted by taking a Leave of Absence.

Students who interrupt their studies for more than four consecutive semesters will be dropped from the program. Students wishing to re-enter the program following the extended absence (more than four semesters) must submit a request for readmission to the Office of Graduate Admissions and meet with the program coordinator for advisement prior to registration. Students will be responsible for the degree requirements at the time of readmission.

Publication of Master's Theses, Dissertations, and Capstone Projects

Master's and Doctoral students in ABA and Education will have their thesis or dissertation uploaded to a database by UMI/ProQuest. The document will be digitized on a searchable Web site hosted by UMI and accessible through the university Web site (Dissertations & Theses@Caldwell university). Fees applicable to publication and copyright protection will be billed with tuition for the final capstone course.

Registration

Students are expected to register for all courses online through the university portal at <https://mycaldwell.caldwell.edu> at the time indicated on the university calendar. Each student at Caldwell University receives an ID number and password for login to the portal. Students needing assistance should contact the Office of the Registrar. A schedule of courses and specific registration procedures are available prior to each registration period. Students who have not met their financial obligations to the

university by the first week of classes will be removed from class rosters. See “Course Changes” for policies regarding adding, dropping, and withdrawing from classes.

Reinstatement Following Dismissal

See section on “Graduate Reinstatement Policy”

Repeating a Course

A student may repeat a course once without appeal. When a course is repeated, the higher grade will be used in determining the Grade Point Average. Both grades, however, are shown/recorded on the transcript. If the repetition of the course results in the grade of C or lower, the student will be dismissed from the program.

Student Education Records – Access and Privacy

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) 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 concerned alleged failures by 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: names, 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 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) contain 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.

Subsequent Graduate Program

Students who have earned a master's degree at Caldwell University may apply for admission into another degree program. In some cases, a limited number of credits from one program can be transferred to the new program. Please see specific programs for transfer of credit options.

Subsequent Undergraduate Degree

For students wishing to earn the Post-Baccalaureate Teacher Certificate and who must pursue an additional undergraduate degree in order to qualify, the 12 undergraduate credits earned in ED 470 Student Teaching (9) and ED 475 Student Teaching Seminar (3) will apply to the total number of credits required for the additional undergraduate degree.

Transcripts

Official Transcripts may be ordered online at www.getmytranscript.com. Select Caldwell University and follow the instructions provided. There is a nominal cost for ordering a transcript and its delivery. 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.

Transfer of Credits

Caldwell University will accept the transfer of graduate work, including online courses, from another regionally accredited institution. Official transcripts of previous graduate work as well as the description of each course must be submitted for review at the time of application. Each transfer request will be reviewed by the Program Coordinator. Approval of transfer credit is based on course content and grade earned in the course. No transfer credit will be awarded for courses that have earned a grade lower than a "B". Please see specific programs for transfer of credit options and requirements.

Tutorials

A request for a tutorial must be made in writing to the Department Chair or Associate Dean during the semester prior to the requested tutorial and must provide a sufficiently detailed rationale. Once the Chair/Associate Dean has determined the need for a tutorial, the student should complete an application for Approval for a Tutorial. Once the form is complete, the Chair/Associate Dean will discuss the tutorial with the Vice President for Academic Affairs for the final approval.

Withdrawal from the University

Graduate students who wish to withdraw from the University must fill out the Intent to Withdraw form located on the student portal. They must also fill out the attached exit survey. If a graduate student withdraws from the university during a semester, the student must also withdraw from all courses. See "Course Changes" section for policies regarding adding, dropping and withdrawing from classes. Failure to follow this procedure will result in a grade of "F" in every course for which the student was registered.

Students wishing to reapply for admission to graduate studies following withdrawal must submit an application for admission along with the application fee and supporting admission credentials and requirements, as requested. Applicants readmitted must meet the program requirements in force at the time of readmission. All credits, whether transfer or Caldwell University graduate credits, applied to the student's transcript during the initial sequence of study, will be valid for a period not to exceed five years.

PROGRAMS OF STUDY

Caldwell University's graduate academic program is structured by Departments or Schools. The section which follows contains admission and program requirements for each graduate program as well as course descriptions. While this catalog contains all graduate course descriptions, and is current at the time of printing, 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 the academic year covered by this catalog. Students must consult the semester-by-semester course listings posted on the university Portal to determine the course offerings for a given semester.
3. Courses which have prerequisites, as detailed in course descriptions, may be taken only upon completion of those prerequisites, without special approval.
4. The number in parentheses following course titles indicates the number of semester hours of credit given for the course.

GRADUATE PROGRAMS

This section contains the programs of study offered by the following departments:

Department of Applied Behavior Analysis

Ph.D. in Applied Behavior Analysis

M.A. in Applied Behavior Analysis (ABAI accredited)

Combined B.A. in Psychology/M.A. in Applied Behavior Analysis

Post-Master in Applied Behavior Analysis

School of Business and CIS

M.B.A. (Master of Business Administration) – Fully Online (ACBSP Accredited)

M.B.A. (Master of Business Administration) (ACBSP Accredited)

- Accounting Concentration
- Global Business Concentration
- Human Resource Management Concentration
- Marketing Concentration

Combined B.S./M.B.A. Degree

M.S. in Accounting

Combined B.S./M.S. in Accounting

School of Education

Ph.D./Ed.D. in Educational Leadership

- Educational Leadership (K-12)
- Special Education Leadership
- Higher Education Leadership and Teaching

M.A. in Curriculum and Instruction (CAEP accredited)

- Supervisor Certification
- Principal Certification
- Special Education Certification
- ESL Certification

Five-Year Combined B.A./M.A. in Curriculum and Instruction (CAEP accredited)

M.A. in Educational Administration (on campus and online) (CAEP accredited)

- Off-Campus Leadership Development (OCLD)
- Supervisor Certification
- Principal Certification

M.A. in Higher Education (online)

M.A. in Literacy Instruction (CAEP accredited)

- Reading Specialist Certification

M.A. in Special Education (CAEP accredited)

- Teacher of Students with Disabilities Endorsement
- Teacher of Students with Disabilities Endorsement and Learning Disabilities Teacher-Consultant Certification (LDT-C)
- Teacher of Students with Disabilities Endorsement and ABA Concentration

Post-Master LDT-C Certification (CAEP accredited)

Post-Master Reading Specialist Certification (CAEP accredited)

Post-Master School Administrator Certification (CAEP accredited)

Post-Master Principal Certification (on campus and online) (CAEP accredited)

Post-Master Supervisor Certification (on campus and online) (CAEP accredited)

Post-Master English as a Second Language (ESL) Certification (CAEP accredited)

Post-Baccalaureate Teacher Certification (CAEP accredited)

Post-Baccalaureate Special Education Teacher Certification (CAEP accredited)

School of Psychology and Counseling

M.A. in Counseling (CACREP accredited)

- Mental Health Counseling Art Therapy Specialization (AATA approved)
- Mental Health Counseling Specialization
- School Counseling Specialization

Combined B.A. in Psychology/M.A. in Counseling

Post-Graduate M.A. in Art Therapy

Post-Master Director of School Counseling

Post-Master Professional Counselor Licensing Credits

Post-Master School Counseling Specialization

Department of Applied Behavior Analysis

Tina Sidener, Ph.D., BCBA-D, Department Chair

Kenneth F. Reeve, Ph.D., BCBA-D, Doctoral Program Coordinator, Post-Master Program Coordinator

Sharon A. Reeve, Ph.D., BCBA-D, Combined BA/MA Program Coordinator, Masters Program Coordinator

GRADUATE PROGRAMS IN APPLIED BEHAVIOR ANALYSIS

Applied Behavior Analysis (ABA) is a well developed scientific discipline that entails the comprehensive use of empirically validated principles of learning to develop, implement, and evaluate practical strategies to enhance the abilities and self-direction skills of both children and adults in the context of community, home, and educational settings. Although the principles and procedures developed within ABA have been successfully applied in areas such as psychology, traditional and special education, business, industrial safety, addiction, self-management, and rehabilitation, ABA has been most publicly successful in its application to skill development and behavior change for people with developmental disabilities, such as those with autism-spectrum disorders and cognitive delays.

RETENTION FOR ALL PROGRAMS IN ABA DEPARTMENT

Students may only earn one grade below B for the graduate level courses. This course may be repeated to earn a higher letter grade. Any student who receives a grade below B in a second graduate level course will be dismissed from the program.

ACADEMIC OPTIONS

- Ph.D. in Applied Behavior Analysis
- M.A. in Applied Behavior Analysis (ABAI Accredited)
- Combined B.A. in Psychology/M.A. in Applied Behavior Analysis
- Post-Master Program in Applied Behavior Analysis

The core of each program is 24 credits which have been approved by the Behavior Analyst Certification Board®, Inc. as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst® examination. These courses are:

- ABA 526 Behavior Analysis and Learning
- ABA 534 Research Methods in Applied Behavior Analysis
- ABA 537 Introduction to Applied Behavior Analysis
- ABA 556 Advanced Applied Behavior Analysis
- ABA 561 Ethics and Professionalism for Behavior Analysts
- ABA 615 Functional Behavior Analysis
- ABA 624 Organizational Behavior Management
- ABA 655 Philosophy of Behaviorism

Those who wish to sit for the Board Certified Behavior Analyst® examination must meet additional requirements to qualify for certification. (See www.bacb.com for certification requirements.)

PH.D. IN APPLIED BEHAVIOR ANALYSIS

The Ph.D. in ABA program was designed to prepare students for high-level employment within areas where there are growing demands for competent professionals with expertise in applied behavior analysis: namely, developmental services, special education, mental health, and academia. Students are required to show proficiency in coursework, practicum and dissertation research. The core curriculum for the Ph.D. in ABA program focuses on (a) the advanced principles and procedures of basic and applied behavior analysis practice and research, (b) the application of behavior analysis and behavioral support in complex environments (i.e., home, school, work, other community settings, and institutional settings), and (c) supervision and training of others in behavior analysis (d) conceptual and theoretical underpinnings of advanced topics in behavior analysis (e) development and completion of independent research in behavior analysis.

ADMISSION REQUIREMENTS

Note: *The application deadline for the Ph.D. program is January 15 and applicants are only accepted for the fall semester.*

- M.A. in Applied Behavior Analysis, Psychology, or Education and have earned BCBA® certification (or be eligible for BCBA® certification). Applicants who do not meet these requirements are urged to apply to the Caldwell University M.A. in ABA program or an equivalent program.
- Minimum GPA of 3.6 in master's degree coursework
- Official transcripts of their master's degree coursework
- Satisfactory scores on the General Graduate Record Exam (GRE) or the Miller Analogies Test (MAT)
- Three letters of recommendation that specifically speak to the likelihood of the applicant's success in a doctoral degree program
- Writing sample: a research-based paper in applied behavior analysis or a related area of psychology of at least ten pages that was previously submitted as part of graduate course. If applicable, the applicant's master's thesis is preferable.
- Three to five page personal statement describing reasons for pursuing Ph.D. in ABA at Caldwell University, current research interests, and preferred faculty member with whom to study (including reasons for this choice).
- Personal interview

PROGRAM REQUIREMENTS (90 Credits)

Required Courses (60 credits)

- ABA 510 Survey of Research Methods and Statistics (3)
- ABA 526 Behavior Analysis and Learning (3)
- ABA 534 Research Methods in Applied Behavior Analysis (3)
- ABA 537 Introduction to Applied Behavior Analysis (3)
- ABA 556 Advanced Applied Behavior Analysis (3)
- ABA 561 Ethics and Professionalism for Behavior Analysts (3)
- ABA 573 Scientific Writing for Behavior Analysts (3)

- ABA 624 Organizational Behavior Management (3)
- ABA 650 Thesis in Applied Behavior Analysis I (3)
- ABA 651 Thesis in Applied Behavior Analysis II (3)
- ABA 800 Applied Practicum in ABA I (3)
- ABA 801 Applied Practicum in ABA II (3) OR
- ABA 809 Research Practicum in ABA (3)
- ABA 820 College Teaching for Behavior Analysis (3)
- ABA 826 Advanced Behavior Analysis and Learning (3)
- ABA 834 Advanced Research Methods in ABA (3)
- ABA 890 Dissertation in Applied Behavior Analysis I (3)
- ABA 891 Dissertation in Applied Behavior Analysis II (3)
- ABA 892 Dissertation in Applied Behavior Analysis III (3)

Elective Courses (30 credits: Any 10 courses)

- ABA 521 Cognitive Psychology (3)
- ABA 535 Biopsychology
- ABA 553 Assessing Autism Interventions (3)
- ABA 572 Language and Social Skills for Individuals with Autism (3)
- ABA 600 Behavior Analysis of Child Development (3)
- ABA 601 Behavioral Applications to Childhood Disorders (3)
- ABA 603 Older Learners with Autism (3)
- ABA 604 Advanced Language and Social Skills for Individuals with Autism (3)
- ABA 615 Functional Behavior Assessment (3)
- ABA 616 Assessment and Program Development for Individuals with Autism Part I (3)
- ABA 618 Assessment and Treatment of Stereotypy (3)
- ABA 619 Pediatric Feeding Disorders (3)
- ABA 620 Stimulus Control (3)
- ABA 625 Motivational Systems and Reinforcement (3)
- ABA 626 Assessment and Program Development for Individuals with Autism Part II (3)
- ABA 627 Psychopharmacology (3)
- ABA 630 Choice and Preference (3)
- ABA 635 Concept Formation (3)
- ABA 640 Self-Management (3)
- ABA 645 Developmental Disabilities (3)
- ABA 646 Analysis of Verbal Behavior (3)
- ABA 648 Standardized Testing for Developmental Disabilities (3)
- ABA 655 Philosophy of Behaviorism (3)
- ABA 699 Special Topics in Applied Behavior Analysis (3)
- ABA 802 Applied Practicum in ABA III (1-3)
- ABA 811 Research Practicum in Applied Behavior Analysis II (1-3)

Status During Dissertation

Doctoral degree students who have completed all course requirements except for their dissertation may register in ABA 890 Dissertation in ABA I for three credits. Upon successful completion of ABA 890 Dissertation in ABA I, students will register for ABA 891 Dissertation in ABA II. Upon successful completion of ABA 891 Dissertation in ABA II, students will register for ABA 892 Dissertation in ABA III. Students who must continue beyond three semesters to complete their dissertation may register in ABA 896 Dissertation Continuation which is a pass/fail non-academic bearing course and carries 3 billable credit hours. Students must seek permission from the department to continue registration for Dissertation Continuation beyond two semesters.

Transfer of Graduate Credit

For applicants who have earned their M.A. in ABA at Caldwell University, all credits will be accepted for transfer to the Ph.D. in ABA. For other applicants, Caldwell University will accept the transfer up to a maximum of 30 credits of graduate work in behavior analysis or a closely related field, provided that the courses taken are equivalent in content to those offered in the Caldwell University Ph.D. in ABA programs, the credits were completed within five years of the applicant's admission to Caldwell University, and the grade earned in the courses submitted for transfer credit is a "B" or better. Official transcripts of previous graduate work as well as the catalog description and course syllabus of each course must be submitted for review at the time of application. Approval of transfer credit is based on course content and grade earned in the course which should not be lower than a B. Each credit transfer request will be reviewed by the Program Coordinator on a case-by-case basis.

STATEMENT OF OUTCOMES ASSESSMENT

As the capstone requirement for the Ph.D. in Applied Behavior Analysis, students must complete the courses Dissertation in ABA I, II, and III (ABA 890, ABA 891, and ABA 892), and additional dissertation courses, if necessary. In these classes, students will complete a comprehensive survey of the research literature in a particular area within applied behavior analysis, write this as a formal publication-quality literature review paper, and then orally defend it. Students will then design and conduct an original experimental research study using the principles of ABA. The dissertation research study will be written in American Psychological Association (APA) format. Following approval of the written component, both the dissertation proposal and the completed dissertation will be orally defended to a committee of faculty members and outside professionals. The goal of the completed dissertation is to generate scholarly work that will be of professional publication quality and that is a substantial and innovative contribution to the field in terms of theoretical implications or clinical applications.

M.A. IN APPLIED BEHAVIOR ANALYSIS – ABAI ACCREDITED

The M.A. in ABA was designed to prepare students for employment within the fields where there are growing demands for competent professionals with expertise in applied behavior analysis: namely, developmental services, special education, and mental health. Students are required to show proficiency in coursework and to complete a research thesis. The curriculum for this program focuses on (a) the principles and procedures of basic and applied behavior analysis practice and research and (b) the application of behavior analysis and behavioral support in complex environments (i.e., home, school, work, other community settings, and institutional settings) (c) conceptual and theoretical underpinnings of advanced topics in behavior analysis (d) development and completion of independent research in behavior analysis.

ADMISSION REQUIREMENTS

Note: *The application deadlines for the M.A. in ABA are:*

April 1 – Summer • June 1 – Fall • December 1 – Spring

- A minimum undergraduate GPA of 3.3
- Bachelor's degree or higher, preferably in a related field such as psychology, education, or special education
- Official undergraduate/graduate transcripts
- Satisfactory scores on the general Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) (Students who already have a master's degree are exempt from this requirement)
- Two letters of recommendation for graduate study
- Writing sample: a research-based paper in psychology or education of at least ten pages that was previously submitted as part of an undergraduate or graduate course. Other subject matter may be considered if the candidate has had limited prior psychology or education work.
- Personal statement of several pages in length describing reason for pursuing graduate study in ABA at Caldwell University
- Personal Interview

PROGRAM REQUIREMENTS (45 credits)

Required Courses (36 credits)

- ABA 510 Survey of Research Methods and Statistics (3)
- ABA 526 Behavior Analysis and Learning (3)
- ABA 534 Research Methods in Applied Behavior Analysis (3)
- ABA 537 Introduction to Applied Behavior Analysis (3)
- ABA 556 Advanced Applied Behavior Analysis (3)
- ABA 561 Ethics and Professionalism for Behavior Analysts (3)
- ABA 573 Scientific Writing for Behavior Analysts (3)
- ABA 615 Functional Behavior Assessment (3)
- ABA 624 Organizational Behavior Management
- ABA 650 Thesis in Applied Behavior Analysis I (3)

ABA 651 Thesis in Applied Behavior Analysis II (3)

ABA 655 Philosophy of Behaviorism (3)

Elective Courses (9 credits: Any 3 courses)

ABA 521 Cognitive Psychology (3)

ABA 535 Biopsychology

ABA 553 Assessing Autism Interventions

ABA 572 Language and Social Skills for Individuals with Autism

ABA 600 Behavior Analysis of Child Development (3)

ABA 601 Behavioral Applications to Childhood Disorders (3)

ABA 603 Older Learners with Autism (3)

ABA 604 Advanced Language and Social Skills for Individuals with Autism (3)

ABA 605 Play Interventions for Children with Autism (3)

ABA 615 Functional Behavior Assessment (3)

ABA 616 Assessment and Program Development for Individuals with Autism Part I (3)

ABA 618 Assessment and Treatment of Stereotypy (3)

ABA 619 Pediatric Feeding Disorders (3)

ABA 620 Stimulus Control (3)

ABA 625 Motivational Systems and Reinforcement (3)

ABA 626 Assessment and Program Development for Individuals with Autism Part II

ABA 627 Psychopharmacology (3)

ABA 630 Choice and Preference (3)

ABA 635 Concept Formation (3)

ABA 640 Self-Management (3)

ABA 645 Developmental Disabilities (3)

ABA 646 Analysis of Verbal Behavior (3)

ABA 648 Standardized Testing for Developmental Disabilities (3)

ABA 654 Behavior Analysis of Social Issues (3)

ABA 800 Applied Practicum in ABA I (1-3)

ABA 801 Applied Practicum in ABA II (1-3)

ABA 809 Research Practicum in ABA (3)

Status During Thesis

Master's degree students who have completed all course requirements except for their thesis will register in ABA 650 Thesis in ABA I for three credits. Upon successful completion of ABA 650 Thesis in ABA I, students will register for ABA 651 Thesis in ABA II. Students who must continue beyond two semesters to complete their thesis may register in ABA 656 Thesis Continuation a pass/fail non-credit bearing course and carries 3 billable credit hours. Students must seek permission from the department to continue registration in Thesis Continuation beyond two semesters. Registration in any thesis course will grant the student full-time status.

Transfer of Graduate Credit

Caldwell University will accept the transfer of a maximum of twelve credits of graduate work in psychology, education or a closely related field, provided that the credits were completed within five years of the student's registration at Caldwell University. Official transcripts of previous graduate work as well as the catalog description of each course must be submitted for review at the time of application. Approval of transfer credit is based on course content and grade earned in the course, which should not be lower than a B. Each transfer request will be reviewed by the Program Coordinator.

STATEMENT OF OUTCOMES ASSESSMENT

As the capstone requirement for the M.A. in Applied Behavior Analysis, students must complete the courses Research Thesis I and II (ABA 650 and ABA 651), and additional thesis courses, if necessary. In these classes, students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. When completed, the research study will then be written up in the style of the American Psychological Association (APA). Following the write-up, the thesis will involve an oral defense/presentation to a committee of faculty members. The goal of the completed thesis is to generate a scholarly work that will be of professional presentation and/or publication quality.

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 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 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

ABA 645 Developmental Disabilities

**Substitutes for this
undergraduate course:**

PS 304 Biopsychology

PS 275 Overview of Autism

PS 210 Child Psychopathology

POST-MASTER IN APPLIED BEHAVIOR ANALYSIS

The Post-Master in ABA was designed to introduce students to the field of behavior analysis and to prepare students for employment within the fields where there are growing demands for competent professionals in applied behavior analysis: namely, developmental services, special education, and mental health. In this program, students are only required to show proficiency in coursework. The curriculum for this program focuses on (a) the principles and procedures of basic and applied behavior analysis practice and research and (b) the application of behavior analysis and behavioral support in complex environments (i.e., home, school, work, other community settings, and institutional settings).

ADMISSION REQUIREMENTS

- M.A. in ABA, Psychology or Education. Applicants who do not meet these requirements are urged to apply to the Caldwell University M.A. in ABA program or an equivalent program.
- Minimum GPA of 3.3 in master's degree coursework
- Official transcripts of their master's degree coursework
- Writing sample: a research-based paper in psychology or education of at least ten pages that was previously submitted as part of a graduate course. Other subject matter may be considered if the candidate has had limited prior psychology or education work. If applicable, the applicant's master's thesis is preferable.
- Two letters of recommendation
- Personal statement of several pages in length describing reason for pursuing graduate study in ABA at Caldwell University
- Personal Interview

PROGRAM REQUIREMENTS (24 credits)

- ABA 526 Behavior Analysis and Learning (3)
- ABA 534 Research Methods in Applied Behavior Analysis (3)
- ABA 537 Introduction to Applied Behavior Analysis (3)
- ABA 556 Advanced Applied Behavior Analysis (3)
- ABA 561 Ethics and Professionalism for Behavior Analysts (3)
- ABA 615 Functional Behavior Assessment (3)
- ABA 624 Organizational Behavior Management
- ABA 655 Philosophy of Behaviorism

Transfer of Graduate Credit

Caldwell University will accept the transfer of a maximum of three credits of graduate work in psychology, education or a closely related field, provided that the credits were completed within five years of the student's registration at Caldwell University. Official transcripts of previous graduate work as well as the catalog description of each course must be submitted for review at the time of application. Approval of transfer credit is based on course content and grade earned in the course, which should not be lower than a B. Each transfer request will be reviewed by the Program Coordinator.

Applied Behavior Analysis Course Descriptions

ABA 510 Survey of Research Methods and Statistics (3)

Focuses on the application of a systematic and empirical approach to the study of psychology. Topics will include: scientific method, pseudoscience, types of experimental research, variable definition, validity threats, control strategies, experimental design, ethical issues, how to present research, statistical application, and additional material. Students engage in discussion, conduct relevant empirical research, and write research reports in the American Psychological Association ABA 811 Research Practicum in ABA II (3) This course will provide additional research experience to students who have already taken ABA 809 Research Practicum in ABA I. Students can register for 1 – 3 credits per semester with a maximum of 3 credits of the research practicum in applied behavior analysis counting towards graduation. Students will be expected to devote 10 hours per week per credit towards the research practicum. Some of those hours may be spent collecting and analyzing the data, conducting literature searches, and writing a manuscript based on the data. It is assumed that most research practica will be supervised by the student's dissertation advisor but the student and dissertation advisor may agree that another faculty member is best qualified to supervise the research. Students will be expected to meet frequently with their practicum supervisor during the semester and will be expected to complete a research paper written in APA-style by the end of the semester. The research paper should be written in such a manner that it could be submitted to a professional journal for publication. generalization, shaping, fading, prompting, concept formation, stimulus equivalence, respondent learning, conditioned reinforcement, schedules of reinforcement, and behavioral definitions.

ABA 526 Behavior Analysis and Learning (3)

Provides an introduction to behavior analysis and the learning principles on which ABA is founded. Everyday behavior and how it changes is explained by learning principles derived from an analysis of scientific research. Students learn procedures that derive from behavioral principles and practice implementing those procedures in computer simulations. Principles and procedure sin the course curriculum include reinforcement, extinction, differential reinforcement, punishment, stimulus control, issues of discrimination and generalization shaping, fading, prompting, concept formation, stimulus equivalence, respondent learning, conditioned reinforcement, schedules of reinforcement, and behavioral definitions.

ABA 534 Research Methods in Applied Behavior Analysis (3)

Examines the use of the scientific method to evaluate assessment and intervention techniques in behavior analysis. Topics include measurement techniques, single-subject experimental design, selection of dependent and independent variables, graphical presentation and evaluation of results, ethics pertaining to human subjects and treatment implementation, and ways of communicating research results. Principles and procedures involved in the experimental analysis of reinforcement schedules, stimulus control, and stimulus equivalence are included.

ABA 537 Introduction to Applied Behavior Analysis (3)

This course is designed to introduce graduate students to the basic principles of behavior analysis. Applied behavior analysis (ABA) is an overall management system. It is important to understand concepts of applied behavior analysis and also how to apply those concepts across various learning environments and skill levels to become effective and efficient analyzers of the principles of learning. This course has a 12-hour field component.

ABA 553 Assessing Autism Interventions (3)

Provides a short history of autism and examines its characteristics and how to assess the effectiveness of the major therapies that have been developed to treat autism. In addition to evaluating applied behavior analysis (ABA) and the landmark studies by Lovaas and Krantz & McClannahan, the course evaluates other approaches, such as Auditory Integration Therapy, Sensory Integration Therapy, Greenspan, and the Miller Method.

ABA 556 Advanced Applied Behavior Analysis (3)

This course, which is a continuation and expansion on the principles learned in ABA 537 Intro to ABA, will examine strategies to promote generalization of learned skills, prompting strategies, teaching self-management, group-oriented contingencies, shaping techniques, behavior chains, motivational systems, and other topics. This course includes a 12-hour field component requirement. **Prerequisites: ABA 534, ABA 537.**

ABA 561 Ethics and Professionalism for Behavior Analysts (3)

This course prepares students for the ethical and professional practice of applied behavior analysis. Students will learn about the foundations of professional and ethical behavior needed to insure a high quality of practice in behavior analysis. Included will be discussions of evaluating behavior change, collaborating with other professionals, relationships with clients and colleagues, professional representation of oneself and the field of behavior analysis, dissemination of professional values, and the Behavior Analyst Certification Board Professional and Ethical Compliance Code. The course content will be addressed through course readings, lectures, classroom discussion, audio-visual presentations, and role playing.

ABA 572 Language and Social Skills for Individuals with Autism (3)

Examines a variety of empirically validated methodologies for increasing language and social skills for individuals with autism. Examples of these include: incidental teaching, video and audio modeling, and using textual cues. Students will learn to use these methodologies to teach skills such as verbal imitation, conversation, play, pragmatics, peer initiation, and reciprocation.

Prerequisites: ABA 537, ABA 556.

ABA 573 Scientific Writing for Behavior Analysts (3)

Effective writing is an important skill to communicate the findings of a scientific discipline to other professionals and to the mainstream population. Course content will include the function of the written word, the logic of scientific vs. popular writing, APA Style, writing article summaries, writing a literature review, developing thesis and dissertation proposals, the publication process, writing critiques, writing effective PowerPoint presentations, writing for popular media sources, the basics of grant writing, and developing the curriculum vitae. In this course, students will learn to analyze critically their own written products as well as those of colleagues and student peers. Students will write regularly, both in-class and on their own time, across a number of assignments, for practice and review.

ABA 600 Behavior Analysis of Child Development (3)

This course frames the basic concepts and research findings in infant, child, and adolescent development from a behavior analytic viewpoint. Topics include theory in science, critical analyses of concepts and research methods in developmental psychology, motor development, memory, imitation, perception, thinking, reasoning, concept formation, language, and social development. **Prerequisites: ABA 526, ABA 537.**

ABA 601 Behavioral Applications to Childhood Disorders (3)

Description & Necessity: The course is designed to teach the student about behaviorally based therapeutic approaches and techniques that have been empirically supported with children. Course content will focus on the theoretical conceptualization of clinical problems and the conceptual rationale for selecting and implementing behavior therapy techniques. Students will also become familiar with specific protocols for implementing several practical intervention skills.

Prerequisites: ABA 526, ABA 534, ABA 537, ABA 556.

ABA 603 Older Learners With Autism (3)

This course focuses on identifying and meeting the unique needs of adults with autism spectrum disorders and the families and professionals who support them. Transition strategies from school to adult life will be addressed. Components of effective teaching, employment, volunteer, and residential programs will be identified as well as access to community services. Instructional strategies for the acquisition, maintenance, and generalization of skills and addressing challenging behaviors will be reviewed. Funding and legal aspects of adult services will be discussed. A brief historical perspective of services and civil rights for NJ adults with autism spectrum disorders will be reviewed. **Prerequisites:** ABA 526, ABA 534, ABA 537, ABA 556.

ABA 604 Advanced Language and Social Skills for Individuals With Autism (3)

This course is designed to examine a variety of behavior analytic methodologies to develop advanced language and social skills for individuals with autism. Students in this course will learn how to use and evaluate the available literature on teaching skills such as conversation, friendship, language concepts, cooperative play, conflict management, and self regulation among others. **Prerequisites:** ABA 534, ABA 537, ABA 556, ABA 572.

ABA 605 Play Interventions for Children with Autism (3)

This course is designed to examine play assessments and interventions for children with autism. Play skills allow children with autism to engage in appropriate independent behavior and have meaningful interactions with other children. Behavior analysts who serve children with autism must be prepared to assess and develop effective interventions for teaching play skills. Students in this course will learn about definitions of play, the concept of automatic reinforcement, the development of play in typically developing children, as well as methods of assessing and teaching play skills. Finally, students will critically evaluate the literature on interventions designed to teach play and develop research protocols that could be used to contribute to this literature. **Prerequisites:** ABA 526, ABA 537, ABA 534, ABA 556.

ABA 615 Functional Behavioral Assessment (3)

Functional behavioral assessment (FBA) and analysis are important links between simple descriptions of behavior and treatment planning. The course will trace the historical development of functional assessment and functional analysis from conceptual contributions in the 1950s through the development of functional analytic techniques in the 1980s, to the present widespread application of these techniques. It explores a range of assessment techniques to use in a variety of settings, from home to school and clinic. The relationship between assessment techniques and the delivery of the least restrictive but most effective behavioral intervention will also be discussed. Students will acquire expertise in a wide range of indirect and direct assessment techniques. **Prerequisites:** ABA 526, ABA 534, ABA 537, ABA 556.

ABA 616 Assessment and Program Development for Individuals with Autism Part I (3)

One of the hallmarks of applied behavior analysis is its focus on the identification of goals and the development of educational interventions specifically tailored for individual learners. This course will focus on identifying educational goals, developing individualized curriculum and motivational systems, assessing treatment effectiveness, and making decisions about transitioning. **Prerequisites:** ABA 526, ABA 534, ABA 537, ABA 556.

ABA 618 Assessment and Treatment of Stereotypy (3)

This course is designed to examine the assessment and treatment of stereotypic behavior, which is commonly observed in individuals with autism and their developmental disorders. Stereotypy is often a target for treatment for these individuals because of its stigma and inverse relationship with appropriate behavior (e.g., play, conversation). Behavior analysts who serve individuals with disabilities must be prepared to conduct careful analyses and treatment evaluations for stereotypical behavior. The major objectives of the class include discussion in etiological theories of stereotypy, methods of assessing maintaining consequences of stereotypy, evaluation of the literature on interventions designed to decrease stereotypy, and development of protocols to evaluate treatments for stereotypy. **Prerequisites:** ABA 526, ABA 534, ABA 537, ABA 556.

ABA 619 Pediatric Feeding Disorders (3)

Difficulties with feeding have been found to occur in up to 80% of children with disabilities and up to 74% of children diagnosed with autism spectrum disorders. This course introduces students to the field of pediatric feeding disorders, examining the etiologies of feeding disorders, assessment techniques, treatment procedures, caregiver training, and issues related to generalization and maintenance. **Prerequisites:** ABA 526, ABA 534, ABA 537, ABA 556.

ABA 620 Stimulus Control (3)

Investigates the processes that affect how individuals learn to respond to different situations. Included will be a discussion of the research literature concerning stimulus generalization and discrimination, differential reinforcement, object labeling, and concept learning, among others. Students will learn about the crucial aspects of programming for generalization or discrimination. **Prerequisites:** ABA 526, ABA 537, ABA 556.

ABA 624 Organizational Behavior Management (3)

This advanced course will provide an overview of contemporary research and practice in the field of Organizational Behavior Management (OBM), also sometimes referred to as Performance Management (PM) in organizational settings. When ABA is applied to organizational problems such as training, safety, productivity, and quality deficits, the collective set of procedures is termed "Organizational Behavior Management." The purpose of this course is to introduce students to practice and research in OBM and to provide students with the skills needed to apply the fundamental principles of ABA to a variety of performance problems in organizational settings. **Prerequisites:** ABA 537, ABA 556.

ABA 625 Motivational Systems and Reinforcement (3)

A major component in applied behavior analysis is the use of effective individualized motivational systems. This course will include a description of the rationale and goals for the use of motivational systems, and the real or imagined distinction between intrinsic and extrinsic motivation. Discussed will be the characteristics of designing and implementing effective motivational systems, types of reinforcers and how to select them, how to identify the effectiveness of reinforcers, and how to transition from primary reinforcers to naturalistic reinforcers. In addition, the course will depict recent technological advances that have been incorporated into various motivational systems. **Prerequisites:** ABA 526, ABA 537, ABA 534, ABA 556.

ABA 626 Assessment and Program Development for Individuals with Autism Part II (3)

This course focuses on the necessary and important components of both school- and home-based instructional programs for individuals with autism. Issues related to developing and maintaining a treatment team, designing curriculum, arranging the instructional space, developing motivational systems, and data collection strategies will be discussed. **Prerequisites: ABA 526, ABA 534, ABA 537, ABA 556, ABA 616.**

ABA 627 Psychopharmacology (3)

This course will familiarize students with psychotropic medications used to treat individuals with developmental disabilities and related psychiatric disorders. **Prerequisites: ABA 526, ABA 534, ABA 537, ABA 556.**

ABA 630 Choice and Preference (3)

Explores topics related to choice and preference behavior from both the basic laboratory and applied settings. Included will be a discussion of the major theories and issues of choice such as momentary maximizing, melioration, delayed discounting, and the matching law. Basic research on choice and preference will be translated to applied issues, including preferences for particular items or activities and the relationship between problem behavior and alternative appropriate behavior. The principles and procedures used to study choice and preference will also be covered. **Prerequisites: ABA 526, ABA 534, ABA 537, ABA 556.**

ABA 635 Concept Formation (3)

Focuses on the learning principles that underlie the acquisition of conceptual behavior and the formation of stimulus classes. Included will be an analysis of conditional discrimination training; equivalence class, relational class, and perceptual class formation; relational frame theory; and multiple exemplar training. Applications for individuals with developmental delays will be described. **Prerequisites: ABA 526, ABA 534, ABA 537, ABA 556.**

ABA 640 Self-Management (3)

Provides the student with an overview of the research literature in the area of self-management in behavior analysis, including self-instruction, goal-setting and contracting. Students will learn the practical implications of assessing and increasing self-control for a variety of clinical diagnoses (e.g., autism spectrum disorder, ADD/ADHD). The course will incorporate research on behavioral economics and the prisoner's dilemma paradigm to illustrate issues of self-control and impulsivity. **Prerequisites: ABA 526, ABA 534, ABA 537, ABA 556.**

ABA 645 Developmental Disabilities (3)

Students will learn to identify and understand various types of pervasive developmental disorders and cognitive impairments, the etiology of these disorders, and their prevalence in the general population. Students will also acquire an understanding of current special education policies and procedures, examine various assessment strategies used to identify children with developmental disabilities, and determine appropriate educational strategies.

ABA 646 Analysis of Verbal Behavior (3)

This course introduces students to a behavior analytic approach to language and to the interaction between speakers and listeners. The course will cover types of elementary verbal behavior. Students will learn to recognize examples of these concepts as they occur in everyday life. Research articles that report on teaching verbal behavior to learners will be analyzed. **Prerequisites: ABA 526, ABA 534, ABA 537, ABA 556.**

ABA 648 Standardized Testing for Developmental Disabilities (3)

The early and accurate identification of individuals with disabilities has far reaching implications in terms of treatment and outcome. Methods to ensure diagnostic consistency across professionals are necessary to improve both research and clinical practice. To that end, there are a number of established and newer assessment instruments available to those who work with individuals with developmental disabilities. All diagnostic instruments for developmental disabilities gather information on social interaction, communication, and repetitive behaviors, but there are various approaches to assessing these symptoms and arriving at a diagnostic recommendation. This course will focus on a number of available instruments and evaluate them in terms of validity, reliability, norms, ease of use, and utility. Students will take an active part in becoming skilled in using these instruments and presenting their findings to their class peers.

Prerequisites: ABA 510, ABA 526, ABA 534, ABA 537, ABA 556.

ABA 650 Thesis in Applied Behavior Analysis I (3)

Students will develop an empirical research question, investigate the already existing research literature relevant to that question, write a literature review in the format of the American Psychological Association (APA) style guide, and develop a formal research proposal using single-case research designs. **Prerequisite:** all other M.A. coursework.

ABA 651 Thesis in Applied Behavior Analysis II (3)

Students will carry out the research project designed in ABA 650, analyze the results of the study and discuss its implications, and write the research report in the format of the American Psychological Association (APA) style guide. The final product will be suitable for dissemination through professional research conferences and/or research journals. Completed projects will be published on the Web by ProQuest/UMI; a fee of \$60.00 will be billed with course tuition to partially cover publication and copyright costs. **Prerequisite:** ABA 650.

ABA 654 Behavior Analysis of Social Issues (3)

This course considers issues of broad social significance. Students will investigate agencies of social control and their interlocking contingencies, as well as the use of countercontrol. Conceptual issues relating to coercion, prejudice, and mindfulness will be examined. Readings will include analysis of cultural practices and community interventions, for example, those related to the workplace, education, and the environment. This course will be conducted in a seminar format. **Prerequisites:** ABA 526, ABA 534, ABA 537, ABA 556.

ABA 655 Philosophy of Behaviorism (3)

This course examines radical behaviorism in a broad historical, theoretical, and philosophical context. Works by B.F. Skinner and analyses and extensions of these works will be discussed. Radical, contextual, methodological and feminist behaviorism will be analyzed and their historical roots investigated. Readings will explore major conceptual issues such as determinism, mentalism, selection by consequences, freedom, control, and responsibility. Finally, the course will cover social issues and cultural design as applications of behavioral thinking.

Prerequisites: ABA 526, ABA 534, ABA 537, ABA 556.

ABA 656 Thesis Continuation (3)

This non-credit pass/fail course is for students who have not already completed their thesis requirements by the conclusion of ABA 651. The course will allow students to complete the research project designed/conducted in ABA 650 and ABA 651. **Prerequisite:** ABA 651.

ABA 699 Special Topics in Applied Behavior Analysis (3)

This course provides an opportunity to contact the literature across a variety of topics and applications to populations important to behavior analysts such as, geriatrics, ADHD, organizational behavior management etc. The focus of this course may in part, be determined by faculty interest and choice and/or student requests and this course will cover current behavior analytic areas not necessarily covered by other courses.

ABA 800 Applied Practicum in Applied Behavior Analysis I (1-3)

Students will gain practical experience in the design, implementation, and evaluation of behavioral programs with individuals with autism. All students will work in private/public schools, complete school orientation, meet guidelines for volunteers and/or employees at the school, and will be supervised by the school personnel and Caldwell University faculty. **Note: Ph.D. students are required to take 3 credits of applied practicum (ABA 800 Applied Practicum in ABA I) and an additional 3 credits in either applied or research practicum content (ABA 801 Applied Practicum in ABA II or ABA 809 Research Practicum in ABA).**

ABA 801 Applied Practicum in Applied Behavior Analysis II (1-3)

Following ABA 800, students will gain additional practical experience in the design, implementation, and evaluation of behavioral programs with individuals with autism. All students will work in Caldwell University's Center for Autism and Applied Behavior Analysis. **Prerequisite: ABA 800 (2-3 credits).**

ABA 802 Applied Practicum in Applied Behavior Analysis III (1-3)

Following ABA 801, students will gain additional practical experience in the design, implementation, and evaluation of behavioral programs with individuals with autism. **Prerequisite: ABA 801 (2-3 credits).**

ABA 809 Research Practicum in Applied Behavior Analysis (3)

This course will provide additional research experience to students interested in conducting doctoral level research under the supervision of a faculty member. Students can register for 1-3 credits per semester with a maximum of 3 credits of the research practicum in applied behavior analysis counting towards graduation. Students will be expected to devote 10 hours per week per credit towards the research practicum. Some of those hours may be spent collecting and analyzing the data, conducting literature searches, and writing a manuscript based on the data. It is assumed that most research practica will be supervised by the student's dissertation advisor but in rare cases, the student and dissertation advisor may agree that another faculty member is best qualified to supervise the research. Students will be expected to meet frequently with their practicum supervisor during the semester and will be expected to complete a research paper written in APA-style by the end of the semester. The research paper should be written in such a manner that it could be submitted to a professional journal for publication. **Prerequisites: ABA 526, PS 534, PS 537, PS 556 and approval of Research Practicum Supervisor. (Note: Ph.D. students must take either ABA 801 or ABA 809.)**

ABA 811 Research Practicum in ABA II (3)

This course will provide additional research experience to students who have already taken ABA 809 Research Practicum in ABA I. Students can register for 1-3 credits per semester with a maximum of 3 credits of the research practicum in applied behavior analysis counting towards graduation. Students will be expected to devote 10 hours per week per credit towards the research practicum. Some of those hours may be spent collecting and analyzing the data, conducting literature searches, and writing a manuscript based on the data. It is assumed that most research practica will be supervised by the student's dissertation advisor but the student and dissertation advisor may agree that another faculty member is best qualified to supervise the research. Students will be expected to meet frequently with their practicum supervisor during the semester and will be expected to complete a research paper written in APA-style by the end of the semester. The research paper should be written in such a manner that it could be submitted to a professional journal for publication.

ABA 820 College Teaching for Behavior Analysts (3)

This elective course for applied behavior analysis doctoral students is intended for those who wish to pursue teaching at the college level. The course focuses on practical issues and methods for teaching in the college environment. Emphasis is placed on selection and use of teaching materials; course structure and development of instructional sequences; the role of lecture, discussion, and active participation; student evaluation and grading practices; and student motivation. **Prerequisites:** ABA 526, ABA 534, ABA 537, ABA 556.

ABA 826 Advanced Behavior Analysis and Learning (3)

This course provides additional detailed coverage and builds upon materials first presented in the course ABA 526 Behavior Analysis and Learning. However, there will be an emphasis on the reading and discussion of current literature in the field of behavior analysis. This goal will be accomplished by having students read peer-reviewed articles from the leading journals in the field. Familiarizing students in the Ph.D. program with cutting edge research will better allow them to design, conceptualize, and complete their own dissertation research. Topics such as behavioral economics, the assessment and treatment of problem behaviors, and novel techniques to promote skill acquisition will be covered. In addition, students will become much more fluent with the basic underlying principles (e.g., reinforcement, stimulus control, generalization, etc.) that govern complex human behavior. To achieve these objectives, students will take an active role in discussing and presenting these topics in class and writing research reports. **Prerequisite:** ABA 526.

ABA 834 Advanced Research Methods in ABA (3)

This course provides additional detailed coverage and builds upon materials first presented in the course ABA 534 Research Methods in ABA. The advanced research methods in ABA class will build on topics covered in ABA 534. However, there will be an emphasis on the reading and critique of journal articles and chapters from advanced text books. This goal will be accomplished by having students read and critique peer-reviewed articles from the leading journals in the field. Familiarizing students in the Ph.D. program with cutting edge research will better allow them to design, conceptualize, and complete their own dissertation research. Topics such as statistical analysis and visual inspection, as well as advanced issues in measurement and single-case design will be covered. In addition, students will become much more fluent in the development, presentation, and critique of research. To achieve these objectives, students will write and present research proposals and review the research proposals of their peers in the class. **Prerequisites:** ABA 526, ABA 534, ABA 537.

ABA 890 Dissertation in Applied Behavior Analysis I (3)**ABA 891 Dissertation in Applied Behavior Analysis II (3)**

ABA 892 Dissertation in Applied Behavior Analysis III (3)

The primary outcomes assessment of a student's experience and training in the Caldwell University Ph.D. in Applied Behavior Analysis Program is the formal research dissertation. The purpose of the dissertation is to enhance students' abilities to conceptualize a research question that is socially significant and theoretically important to the further development of applied behavior analysis and apply sound research strategies in answering this question. Broadly, the dissertation requirements involve developing a comprehensive literature review paper, conceptualizing an original empirical research project, conducting the research project, writing a scholarly paper pertaining to the research study, defending the project, and having the dissertation project accepted by the student's Dissertation Committee and the Office of Graduate Studies. The student will be provided with opportunities to complete these requirements in the three-part course sequence ABA 890 Dissertation in Applied Behavior Analysis I, ABA 891 Dissertation in Applied Behavior Analysis II, and ABA 892 Dissertation in Applied Behavior Analysis III. Across the three courses, students will form a dissertation committee, propose a research study, develop a comprehensive written report on the literature relevant to the topic, seek IRB approval for the study, collect data for their study, and write the results of the study in a formal research paper. Both the literature review paper and the dissertation research paper will then be orally defended. The final dissertation defense and completed dissertation paper must be approved by the student's Dissertation Committee.

Prerequisites: All other Ph.D. coursework.

School of Business and CIS

Virginia Rich, M.A.T., J.D. Associate Dean

Ann Marie Callahan, M.S., M.B.A., C.P.A., C.G.M.A. Program Coordinator

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

The M.B.A. program is accredited by ACBSP (Accreditation Council for Business Schools and Programs). Our M.B.A. offers a rigorous 33-credit curriculum that has been carefully prepared by the university to meet the demands of the twenty-first century business world. In addition to the traditional M.B.A., Caldwell offers an M.B.A. with concentrations in Accounting, Global Business, Human Resource Management and Marketing. The Caldwell University M.B.A. requires students to complete 33 graduate credits, consisting of 11 required courses. Applicants without specific undergraduate courses in business may be required to take up to 6 undergraduate credits (18 for accounting) before full admission into the M.B.A. program.

Students have several options for completing the M.B.A.:

Option 1: A totally online program completed via Virtual Campus

Option 2: A fully on-campus program where all classes are taken on campus at Caldwell University

Option 3: A hybrid option, consisting of on-campus courses and online courses offered via Blackboard

The M.S. in Accounting and M.B.A. Concentrations are available under Options 2 and 3.

Registrants for any online courses should be mindful of differences in procedures and demands between those and traditional classroom courses. While online courses offer flexibility, they also require self-discipline, good time management, ability to work independently, and superior reading and writing skills. Students are advised to select the learning environment that best satisfies their goals and abilities.

ADMISSION REQUIREMENTS

- Bachelor's degree from an accredited college or university
- Undergraduate GPA of at least 2.75 overall and 3.0 in business as a major
- Two letters of recommendation for graduate study
- Personal Interview
- Personal statement: Submit a statement of objectives for entering the program
- Three years of substantial business experience (can be waived at the discretion of the program coordinator)
- The following prerequisite undergraduate business courses with a cumulative GPA of 3.0 or better and no grade below C:
 - Accounting I
 - Survey of Economics

For those applying for the M.B.A. with concentration in accounting, additional prerequisites are:

- Accounting II
- One additional advanced level accounting course

PROGRAM REQUIREMENTS (33 credits)

Core Courses (30 credits)

- BU 520 Advanced Business Strategy (3)
- BU 537 Financial Management (3) OR BU 525 Advanced Auditing (3)
- BU 625 Accounting for Managers (3)
- BU 633 Organizational Behavior for Managers (3)
- BU 635 Strategic Human Resource Management (3)
- BU 638 Marketing in a Dynamic Environment (3)
- BU 644 Global Business Management (3)
- BU 649 Business Law, Ethical Behavior and Social Responsibility (3)
- BU 660 Management Information Systems(3)
- BU 695 Operations and Project Management (3)

Capstone Course (3 credits)

- BU 785 Integrated Strategic Management Seminar (3)

Concentrations

All concentrations are an additional 6 credits.

Global Business Concentration

- BU 641 International Travel Experience (3)
- BU 642 Global Business Strategy (3)

Human Resource Management Concentration

- BU 652 Employment Law (3)
- BU 702 Leadership Skill Development (3)

Marketing Concentration

- BU 645 Managing New and Existing Brands (3)
- BU 650 eMarketing (3)

Accounting Concentration

- BU 525 Advanced Auditing is taken instead of the core BU 537 Financial Management. Accounting elective is taken instead of the core BU 625 Accounting for Managers.

Select two additional accounting electives:

- BU 620 Executive Business Communications
- BU 627 Financial Statement Analysis
- BU 630 Governmental Accounting
- BU 631 Forensic Accounting

- BU 632 Federal Taxation
- BU 634 Accounting Information Systems
- BU 636 International Accounting
- BU 641 International Travel Experience
- BU 662 Big Data, Data Mining and Data Science
- BU 689 Internship (full-time students only)

WAIVERS

A. *Waivers without requirement to substitute another course*

Students who completed undergraduate majors in specific areas and a cumulative GPA of 3.0 in that major can waive, on approval, one core or elective course as follows:

<u>Undergraduate major</u>	<u>M.B.A. Core course waivable</u>
Finance or Financial Economics	BU 537 Financial Management
Accounting	BU 625 Accounting for Managers
Marketing	BU 638 Marketing in a Dynamic Environment
Management	BU 633 Organizational Behavior for Managers
International Business	BU 644 Global Business Management
Computer Science or	BU 660 Management Information Systems
Computer Information Systems	

Waivers must be requested before the completion of 18 credits.

B. *Waivers requiring substitution with another course*

Students who have successfully completed 400 level undergraduate courses (or the equivalent) in other specific areas with a grade of B or better may substitute an elective course for the core M.B.A. course in this area, with the prior written approval of the program coordinator.

M.B.A. students with an accounting concentration must substitute an elective for BU 625 Accounting for Managers, unless they qualify for a waiver under section "A" above. Your advisor can answer any questions you may have concerning waivers.

TRANSFER OF GRADUATE CREDIT

Caldwell University will accept the transfer of up to six credits of graduate work in business from another accredited institution provided the credits were completed within five years of the student's initial registration at Caldwell University. Official transcripts of previous graduate work as well as the description of each course must be submitted for review at the time of application. Approval of transfer credit is based on course content and grade earned in the course, which should be B or better. Each transfer request will be reviewed by the Program Coordinator. All requests for transfer credit must be submitted and approved within the student's first semester in the program.

COMBINED B.S./M.B.A.

A Combined B.S./M.B.A. is available for currently enrolled Caldwell University School of Business and CIS undergraduate students. This program can lead to completion of the M.B.A. in five years. Students who have achieved junior status (60+ credits) and have achieved a cumulative GPA of at least 3.0, they may request admission into a 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 (Advanced Business Strategy and Financial Management or Advanced Auditing) will be taken during the fourth year, one in the fall and one in the spring. The Business Strategy and Finance or Auditing core business undergraduate courses, respectively, required for a bachelor’s degree in the Business Division will be waived. These six 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 33 credit hours required for the M.B.A. This is in addition to the three credits waived for undergraduate business majors (see “waivers” section above.) The bachelor’s degree will be awarded upon completion of the requirements for this degree. During the fifth year, assuming he qualifies for one of the above waivers, the student exclusively takes 24 credit hours of core and elective graduate courses required for the M.B.A.

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
- Declared business division major
- Completion of a minimum of 12 credit hours of business courses at Caldwell University with a minimum overall GPA of 3.0 in those courses
- A business administration division faculty member recommendation and sponsorship
- Submission of a graduate application
- Submission of a statement of objectives for entering the program
- The substantial business experience requirement will be WAIVED for successful applicants to the combined program

Credit hour requirements for Combined B.S./M.B.A.

B.S. Business Division Degree Credit Hour Requirement (includes 6 graduate credit hours*)	120 Credits
M.B.A. Foundation Course	6 Credits*
M.B.A. Courses	33 Credits
Total Combined B.S./M.B.A. Credit Hours	153 Credits

The M.B.A. foundation (2) courses completed during the senior year apply to **both B.S. and M.B.A.*

STATEMENT OF OUTCOMES ASSESSMENT

M.B.A. program graduates of the university will exhibit proficiency in managing a range of representative business problems and challenges which reflect contemporary global business practices. Our students will be proficient in essential business subjects (accounting, finance, global business, legal and social environment of business, marketing, management, ethics, information systems and business policy) and will be proficient in oral presentations, written communications and IT skills. They will also be able to address real-world business problems with ethical sensitivity and well-developed critical thinking and problem solving skills.

In pursuit of this objective, every student is required to take the capstone Integrated Strategic Management Seminar. This course is designed to integrate the skills and academic knowledge covered by students in all their prior graduate business courses. Therefore, the outcomes goal of the program and the Integrated Strategic Management Seminar course will be that our M.B.A. graduates exhibit the following:

- Advanced knowledge of the functional areas of business
- Analytical and critical thinking skills necessary for effective strategic and tactical decision-making
- The ability to comprehend business challenges from the perspective of an upper level executive
- Effective communication skills at the upper executive level in the modern corporation, including proficiency in presentations, and written and verbal expression

The effectiveness of our program in meeting these objectives will be monitored by an annual outcomes assessment report prepared jointly by the Division Associate Dean and the faculty member(s) who has (have) taught the capstone Integrated Strategic Management Seminar capstone course. This written report will be submitted to the Vice President of Academic Affairs, the Director of Graduate Studies and the Office of Institutional Research. In addition, this report will also be circulated to all full-time business faculty members for review. At a subsequent meeting of the School (early in the following academic year) the outcomes assessment report will be discussed in detail and the School will develop a plan to address any shortcomings in the outcomes. Depending on the nature of these shortcomings (if any) the School will formulate changes in curricula with a view to improvement.

M.S. IN ACCOUNTING

Caldwell University's 30-credit M.S. in Accounting is designed for those who wish to specialize in accounting at the graduate level. Given the requirement for 150 credits in order to qualify for CPA licensure in NJ and many other states, the M.S. in Accounting is an ideal program for students anticipating a career as a CPA.

ADMISSION REQUIREMENTS

Applicants with undergraduate accounting degrees

- Bachelor's degree in accounting from a regionally accredited college or university
- Undergraduate GPA of at least 2.75 overall and 3.0 in the accounting major
- Two letters of recommendation for graduate study
- Personal statement: Submit a statement of objectives for entering the program

Applicants with undergraduate degrees in fields other than accounting

- Bachelor's degree from a regionally accredited college or university
- Undergraduate GPA of at least 2.75 overall
- The following prerequisite undergraduate business and accounting courses, with a cumulative GPA of 3.0 or better, and no grade below B-
 - Accounting I & II
 - Survey of Economics
 - Intermediate Accounting I & II
 - One additional upper level undergraduate accounting course
- Two letters of recommendation for graduate study
- Personal interview
- Personal statement: Submit a statement of objectives for entering the program

PROGRAM REQUIREMENTS (30 credits)

Core Courses (15 credits)

- BU 627 Financial Statement Analysis
- BU 632 Federal Taxation – Corporations, Trusts, Estates
- BU 634 Accounting Information Systems
- BU 636 International Accounting
- BU 649 Business Law, Ethical Behavior and Social Responsibility

Electives (15 credits)

- BU 520 Advanced Business Strategy
- BU 525 Advanced Auditing
- BU 620 Executive Business Communications
- BU 630 Governmental (Fund) Accounting
- BU 631 Forensic Accounting
- BU 641 International Travel Experience
- BU 662 Big Data, Data Mining and Data Science
- BU 690 Business Research Methods
- BU 689 Internship (full time students only)

Transfer of Graduate Credit

Caldwell University will accept the transfer of up to six credits of graduate work in business from another accredited institution provided the credits were completed within five years of the student's initial registration at Caldwell University. Official transcripts of previous graduate work as well as the description of each course must be submitted for review at the time of application. Approval of transfer credit is based on course content and grade earned in the course, which should be B or better. Each transfer request will be reviewed by the Program Coordinator. All requests for transfer credit must be submitted and approved within the student's first semester in the program.

COMBINED B.S./M.S. IN ACCOUNTING

A 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 (Advanced Business Strategy and Advanced Auditing) will be taken during the fourth year, one in the fall and one in the spring. The 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 the bachelor’s degree. During the fifth year, the student exclusively takes 12 credit hours each semester of core and elective graduate courses required for the M.S. in Accounting. After completing the remaining 24 credit hours, the student will receive an M.S. in Accounting.

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
- Declared accounting major
- Completion of a minimum of 12 credit hours of business courses at Caldwell University with a minimum overall GPA of 3.0 in those courses
- A business administration division faculty member recommendation and sponsorship
- Submission of a graduate application
- Submission of a statement of objectives for entering the program
- The substantial business experience requirement will be WAIVED for successful applicants to the combined program

Credit hour requirements for a Combined B.S./M.S. in Accounting

B.S. Business Division Degree Credit Hour Requirement (includes 6 graduate credit hours*)	120 Credits
M.S. Degree Foundation Credits	6 Credits*
M.S. Degree Courses	30 Credits
Total Combined B.S./M.S. Degree Credit Hours	150 Credits

The M.S. Degree Foundation (2) courses completed during the senior year apply to **both B.S. and M.S. degrees.*

It is anticipated that, because of the six “overlapping” credits, the State Board may require the CPA applicant to take additional credits to reach the necessary 150 credits. Contact the M.S. program coordinator for more information on this matter.

Business and CIS Course Descriptions

BU 520 Advanced Business Strategy (3)

Considers operational, financial, policy and strategy issues using the perspective of a General Manager of a firm. The course will help the student gain a strategic view of organizations through the use of case studies and computer simulations. Students will be required to do online research on current business problems, analyze situations and propose solutions. This course will utilize the analytical skills acquired during the student's academic and professional business career including: writing a strategic/business plan, forecasting, modeling and financial analysis.

BU 525 Advanced Auditing (3)

Explains auditor's role in a changing corporate environment. Analyzes case studies in relation to established auditing standards. Introduces auditing pronouncements and reference materials. Addresses ethical obligations to one's profession and the public.

BU 537 Financial Management (3)

An overview of the financial principles guiding decision makers in a corporate setting. Topics include cash flow analysis, time value of money, security pricing, portfolio management, capital budgeting, firm cost of capital, and capital structures.

BU 620 Executive Business Communications (3)

Provides practical experience in executive level communication techniques required in today's business environment. Students will write workplans, reports, proposals and recommendations. Emphasis will be placed on utilizing the Internet and other information gathering technologies. Word processing, desktop publishing, presentation and graphic computer applications will be utilized. Application of techniques to produce effective oral communications such as presentations, speeches, television interviews, etc. are analyzed and critiqued.

BU 625 Accounting for Managers (3)

Overview of accounting as a management tool. Utilizes business data for decision making and financial planning. Provides overview of manufacturing accounting control systems and cost systems. Topics include valuation of assets, distribution costs, and effective methods of profitability analysis and control.

BU 627 Financial Statement Analysis (3)

The objective is to provide students with the skills necessary for analyzing financial statements. This course will help students enhance their understanding of the accounting process and develop an ability to interpret financial information. Topics include ratio analysis, cash flows, inventories, and off balance sheet activities. Valuation models will also be discussed. Special emphasis will be placed on the effect of accounting principles on reported results.

BU 630 Governmental Accounting (3)

Studies basic accounting concepts and reporting requirements for governmental and non-profit organizations. Emphasis will be given to state and local government accounting, federal government accounting, and accounting for colleges and universities.

BU 631 Forensic Accounting (3)

This course seeks to provide students with a broad conceptual overview of the field of forensic accounting, the key internal controls required to deter/detect frauds or abuse, and the newly enacted governance laws. The course covers the roles, responsibilities, and requirements of a forensic accountant, identifying the major types of cash, payroll, and other financial fraud schemes; detailed examination of the proper required internal audit controls (transaction authorization, segregation of duties, supervision, adequate documentation and records, physical safeguards, independent verification); and accounting/auditing standards and corporate governance needed to comply with the AICPA, SAS, CFE, government regulations, and Sarbanes-Oxley 2002 legislation. This course discusses actual fraud cases to highlight the impact of auditing and forensic accounting on businesses and our society. It is designed to help students apply techniques in identifying, collecting, and examining evidence, including how to identify financial statement misrepresentation, transaction reconstruction, and tax evasion.

BU 632 Federal Taxation: Corporations, Estates, Trusts (3)

Introduction to tax related problems in corporations, partnerships, estates, trusts and exempt entities. Topics to include types of entities, formation of entities, entity structural considerations, tax planning, and working with the US Tax Law.

BU 633 Organizational Behavior for Managers (3)

Reviews the classical and modern approaches as a framework to understand the management process. Topics covered include the new team structure, a manager versus a leader, the role of leadership, selection and staffing issues, motivation, problem solving techniques, the importance of innovation, and using intuition in the decision making process.

BU 634 Accounting Information Systems (3)

This course will provide students with a solid understanding of key information qualities, critical information technologies that drive information systems, core business processes that allow organizations to run effectively, documentation tools to assess business processes, and vital corporate governance and internal control concepts that can be applied to mitigate risks. It will prepare accountants to identify and monitor enterprise risks, assure the reliability of information systems used to store, gather, and disseminate information, and possess the requisite general business knowledge, coupled with business process measurement and assessment skills, to evaluate the state of the business enterprise and its supporting operations.

BU 635 Strategic Human Resource Management (3)

This survey course is designed to provide the line manager or staff specialist with an expanded understanding of the processes which management utilizes today to ensure that the right number/quality of persons are being hired, that appropriate governmental regulations are being adhered to, and that the internal policies provide a work environment which encourages cost-competitive labor costs and maximum worker satisfaction.

BU 636 International Accounting (3)

This course will present the theory and application of International Financial Reporting Standards (IFRS). These standards are utilized in several places throughout the world as well as by U.S. companies with foreign subsidiaries. Several countries already do dual reporting and expect to convert exclusively to IFRS. Although there is no certain date for U.S. companies to adopt IFRS, many companies are already planning for the transition. These reporting standards are a significant move toward achieving a common accounting framework, a necessary step in the globalization of business and investment.

BU 638 Marketing in a Dynamic Environment (3)

Explains the marketing management process: identifying marketing opportunities, researching and selecting target markets, designing the marketing mix (product or service, price, distribution, and promotional strategies), and planning, implementing, and controlling the marketing effort. Strategic managerial decision making that harmonizes the firm's objectives and resources with needs and opportunities in the marketplace. Emphasis on ethics and the utilization of new media and information technologies in strategic marketing.

BU 640 Cyber Law (3)

Focuses on the needs of business managers to have a basic legal understanding of the issues that effect the online international business environment. Covers the ethical, political, and international issues as well as a main focus on technology as it relates to business. Practical applications will be used to understand such legal issues jurisdiction; copyrights; trademarks; Internet taxation; securities transactions; consumer privacy; obscenity; defamation; Internet information security in a networked environment; Internet crime; online contracting; and international organizations and regulations that affect international e-commerce. Emphasis will be placed on using current, news-making events for case study analysis.

BU 641 International Travel Experience (3)

Consists of specific global business topics which will form the focus of an international study trip. With globalization taking on a greater priority in business management, this course will be tailored to particular contemporary developments in the field of international business. Possible issues for consideration include: regional economic integration (e.g. European Union, NAFTA); implications of globalization (business practices, cultural, social and labor issues, World Trade Organization policy); international trade and development trends (foreign direct investment, offshore manufacturing, tourism development); and international market structures (transition economies, Third World economies) as well as other aspects of international business management and culture.

BU 642 Global Strategy (3)

This course focuses on the opportunities and risks of the complex environment of international business, with an emphasis on the unique problems involved in managing international operations. Main topics include foreign economic, political, legal, and cultural environments; international market analysis; foreign exchange; foreign direct investment; foreign trade; risk management; international human resource management.

BU 644 Global Business Management (3)

The course provides a managerial perspective by emphasizing aspects of leading a multinational business organization. These perspectives include the global marketplace and business centers, the role of culture, ethics, and social responsibility in international business, the international monetary system and balance of payments issues, international financial markets and foreign exchange. Strategies for entering foreign markets, international organization design and control are considered. International marketing, accounting and finance are considered. Emphasis is placed on management of global operations including logistics, quality control and outsourcing, project management, international human resource management and labor relations.

BU 645 Managing Existing and New Brands (3)

Brand management is critical to the success of any product or service. This course will cover how to effectively manage an existing brand in today's competitive environment and how to develop effective marketing efforts. As new products are the life-blood of a sustainable brand, students will experience the entire new product development process for a brand – from idea generation to creating branding, packaging and advertising messages to capture the consumer's attention, interest and purchase.

BU 647 Effective Innovation (3)

This course discusses types of innovation – product, process, and business model; incremental to radical – and explores the necessity of innovation, the consequences of the failure to innovate, and models of successful innovation and the conditions which foster them, as well as the reverse. With this background students will learn how to unleash creativity, determine a strategic direction for innovation, seat a culture of innovation by mastering the process of leading and managing the innovation process in a business, and establish innovation metrics and an appropriate reward system.

BU 649 Business Law, Ethical Behavior and Social Responsibility (3)

Examines, in a global context, the relevant issues surfacing in today's business environment such as employee rights and contracts, equal rights, the social-legal-political context of workforce diversity, antitrust, negotiations, labor and management relations, the legal environment, dealing with internal and external interest groups, etc. Examines from a global perspective, cases of unethical and socially irresponsible behavior displayed by business people and corporations, and deduces a methodology that promotes an ethical and socially responsible sensitivity in the student. Issues such as environmental pollution, exploitation of workers, value erosion, accounting theft and the morality of cost benefit analysis, whistle blowing, philanthropy, and the evaluation of corporate social performance will be studied.

BU 650 eMarketing (3)

This course examines how the potential of the Internet is used to generate profits for companies by enhancing their ability to communicate with and create value for customers. The course discusses the Internet as an alternative platform for communicating with the customer. Emphasis is placed on the eMarketing Communications Mix for business-2-business and business-2-consumers. Moreover, by approaching Internet Marketing within the more general framework of e-Business, the course is also intended to familiarize students with various emerging business concepts like customer management, blogging/personalized communications and online relationship marketing as well as some of the basics like social networking and Web sites.

BU 652 Employment Law (3)

This course reviews and analyzes the essential aspects of the myriad laws governing 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. Particular emphasis will be placed on the New Jersey laws impacting the workplace, including the New Jersey Law Against Discrimination.

BU 660 Management Information Systems (3)

Examines the use of computers to solve management problems. Course reviews current technologies available for large and small business relating to forecasting, customer service software, decision support software, project management, scheduling, desktop publishing, multimedia, and the Internet.

BU 662 Big Data, Data Mining and Data Science (3)

This course is designed to teach advanced students how to use the massive amounts of data being collected by today's information infrastructure. Students learn to collect, "clean" and organize large amounts of real world data into databases. Students learn how to accurately interpret, visualize and present data and information for quantitative business and social science problems. In addition, students learn how to program computers to search very large data sets for new insights and relationships not proposed by traditional quantitative analysis.

BU 689 Graduate Business Internship (3)

This course is a directed experiential educational experience for full-time graduate business students. It enables students to enhance their educational experience through appropriate work-oriented activities in selected corporate or nonprofit environments. An internship can be paid or unpaid.

BU 695 Operations and Project Management (3)

This course includes study and implementation of operations/methods to improve the processes organizations use to convert resources and materials into finished products and services. Decision making in the management of production and service operations is considered. Operation management discussions offer a managerial perspective. The course also includes concepts critical to specific projects and project management success including organizing, planning, and scheduling projects, and managing project teams. Issues such as project constraints, stakeholder matters, and the project charter are considered.

BU 698 Seminar in Special Topics (1-3)

Addresses current theoretical and practical issues in business which are not directly addressed by other courses. The course provides an opportunity for an in-depth understanding of particular business-related concerns and for consideration of the research associated with these topics. The focus of course is in part determined by faculty expertise and student requests.

BU 699 Independent Study (1-3)

Offers qualified students the opportunity to engage in original research or intensive study in selected areas of business/accounting not covered by the curriculum under the guidance of department faculty. **By permission only. (A grade point average of 3.5 and the completion of 15 graduate credits are required to qualify.)**

BU 702/ED 702 Leadership Skill Development (3)

In the context of contemporary leadership theory students will develop skills to become more effective leaders, e.g., the art of listening, improving social intelligence, motivating followers, team building, assertiveness, increasing risk propensity, modeling, leading change and championing a vision, i.e., creating value for the customer with a great product/service, and communicating that vision. The seminar will be structured around readings, self-assessments, exercises and discussion.

BU 785 Integrated Strategic Management Seminar (3)

Drawing upon information and skills learned in previous M.B.A. courses, the Seminar requires the student to integrate and process all that has been covered in the previous courses. Strategic management cases, or typically comprehensive computer-oriented management games are employed. These involve the totality of an organization's situation at a certain time, are unstructured, and require a significant amount of time to research and diagnose in order to make realistic long-range recommendations. **Capstone course is taken in the student's final semester.**

All core courses and certain electives are available online. Refer to the university's course search or contact the School of Business and CIS for more details.

School of Education

Joan H. Moriarty, Ed.D., Division Associate Dean; Ed.D./Ph.D. Program Co-Coordinator
 Kevin Barnes, Ed.D., Educational Administration Program, Coordinator
 Walter Cmielewski, Ed.D., Post-Baccalaureate Program, Coordinator
 Francine DelVecchio, Ed.D., Literacy Instruction Program, Coordinator
 John Hannum, Ed.D., Higher Education Program, Coordinator
 Joanne Jasmine, Ed.D., Curriculum & Instruction Program, Coordinator;
 Ed.D./Ph.D. Program Co-Coordinator
 Sharon Maricle, Ed.D., Special Education Program, Coordinator

RETENTION FOR ALL PROGRAMS IN THE SCHOOL OF EDUCATION

Students may only earn one grade below B in a graduate level course. This course may be repeated once to earn a higher letter grade. Any student who receives a grade below B in a second graduate level course will be dismissed from the program.

Some courses are assessed as PASS/FAIL. A grade PASS is equivalent to the grade B or better.

All School of Education program requirements are subject to change based on the NJ DoE regulations. For most current information, please consult the Caldwell University School of Education Web site.

Ed.D/Ph.D. IN EDUCATIONAL LEADERSHIP

The Ed.D./Ph.D. in Educational Leadership program is designed as a 3-year accelerated executive program of coursework to meet the learning needs of the busy professional. The dissertation process, however, may go beyond the 3 years. Program specializations are offered in Educational Leadership (K-12), Special Education Leadership, and Higher Education Leadership and Teaching. Each course will be offered in 8-week segments that meet approximately every third weekend on Friday and Saturday. Students will focus on two classes in a semester. This is a 90-credit, Ed.D, or 102-credit Ph.D. program. We will allow students to transfer up to 36 credits from an approved master's program or from an appropriately related master's degree program. Students may apply to the doctoral program until May 15 for a fall start of program.

ADMISSION REQUIREMENTS

- A completed master's degree in education or related field from an accredited institution with a 3.6 cumulative grade point average
- Official transcripts of your academic record from each graduate school attended; if you attended Caldwell University, the Office of Graduate Admissions will secure your official Caldwell transcript
- Two (2) completed reference forms or letters appraising your capacity for doctoral studies; leadership experience and ability; reference forms are available through the Office of Graduate Admissions
- A copy of your completed action research paper/thesis, a published article, grant writing, or sample of substantive job embedded writing

- Acceptable scores on the Graduate Record Exam (GRE) or Miller Analogies Test (MAT)
- Resume highlighting education, career, leadership experience, and service
- At least five (5) years of teaching and/or administrative experience
- Personal Interview, if necessary

Please send supporting documents to:

Doctor of Education Admission Committee
Caldwell University
Office of Graduate Admissions
120 Bloomfield Avenue
Caldwell, New Jersey 07006

You may contact the Office of Graduate Admissions for further details or clarification at 973-618-3455 or graduate@caldwell.edu.

PROGRAM REQUIREMENTS

90-credit Ed.D. or 102-credit Ph.D. in Educational Leadership

I. General Core I

- Up to 36 credits from conferred degrees in M.A. in Curriculum & Instruction, Educational Leadership, Special Education, Literacy Instruction, or other related M.A./M.S. degrees as approved by the admissions committee (additional courses may be needed depending on specialization or degrees conferred from other colleges)
- Two semesters of action research

II. General Core II

Ed.D. Track (30 credits)

ED 701	Policy Analysis and School Reform (3)
ED 702/BU 702	Leadership Skill Development (3)
ED 703	Statistics for Educational Research and Decision Making (3)
ED 704/BU 704	Organizational Leadership Applications (3)
ED 705	Global Education and Leadership (3)
ED 706	Testing, Measurement and Data Informed Decision Making (3)
ED 707/BU 707	Communication for Educational Leaders (3)
ED 708	Ethical Leadership and School Leaders (3)
ED 709	Implications of Federal, State and Local Economies and Politics (3)
ED 716	Technology Based Learning and Management Systems (3)

Ph.D. Track (36 credits)

Courses listed above as well as the following:

ED 730	Theoretical Research (3)
ED 731	Comparative Research (3)
ED 732	Statistics II (3)
ED 733	Advanced Qualitative Research (3)

III. Specializations (9 credits)**Educational Leadership (K – 12)**

ED 710 School Safety and Security for K – 12 School Leaders (3)

ED 711 Legal Perspectives and Labor Relations (3)

ED 714 Public/Private Administration K – 12 (3)

Special Education Leadership

ED 712 Navigating Special Education and Legal Problems (3)

ED 713 Special Education Personnel and District Administration Personnel (3)

ED 715 Managing Special Education Programs and Creating Partnerships

Higher Educational Leadership and Teaching

ED 717 Organization, Governance, and Finance in Higher Education (3)

ED 718 Student Affairs and Enrollment Management in Higher Education (3)

ED 719 Higher Education and Teaching (3)

IV. Research Core (15 credits)

ED 740 Dissertation Research I: Process and Product (3)

ED 741 Dissertation Research II (3)

ED 742 Dissertation Proposal Seminar (3)

ED 743 Dissertation Research III (3)

ED 744 Dissertation Research IV (3)

ED 745 Dissertation Continuation (0)

Transfer of Graduate Credit

For applicants who have earned their M.A. in Curriculum and Instruction, Education Administration, Special Education, or Literacy Instruction at Caldwell University, all credits will be accepted for transfer to the Ed.D./Ph.D. in Educational Leadership. If these programs required fewer than 36 credits, two courses will need to be completed to fully matriculate into the Ed.D./Ph.D. program. For other applicants, Caldwell University will accept the transfer up to a maximum of 36 credits of graduate work in the degrees mentioned above or a closely related field, provided that the courses taken are equivalent in content to those offered in the Caldwell University M.A. in Education programs. M.A./M.S. degrees not related to education will be reviewed by the Admissions Committee on a case-by-case basis to determine the number of credits eligible for transfer.

Attendance

Missing more than 2.5 contact hours over the span of the course may result in lowering the grade in that course.

STATEMENT OF OUTCOMES ASSESSMENT

Prior to the dissertation process, students will complete a portfolio of assignments that best exemplify their ability to begin conducting a dissertation research study.

As the capstone requirement for the Ed.D./Ph.D. in Educational Leadership, students must complete the courses Dissertation Research I: Process and Product, Dissertation Research II, Dissertation Proposal Seminar, Dissertation Research III, and Dissertation Research IV (ED 740, ED 741, ED 742, ED 743, and ED 744). If the dissertation is

not defended upon completion of the 3-year program of courses, students will enroll in ED 745 Dissertation Continuation for 0 credit, but will pay each subsequent semester the amount of 3 credits until the dissertation is successfully defended.

Students will complete a comprehensive study in a particular field of education, as a formal publication-quality scholarly study comprised of the background and need for the study, a literature review, methodology to be used, analysis of the data collection, the conclusions, and implications of the study. The students will then orally defend the dissertation in front of a committee. The dissertation research study will be written in American Psychological Association (APA) format. The goal of the completed dissertation is to generate scholarly work that is a significant and applicable contribution to the field of education. Certain research courses will be graded as Pass/Fail.

DISSERTATION COMPLETION

If the dissertation is not defended upon completion of required courses, students will have a 5-year time frame to complete and defend the dissertation. This 5-year time period will commence on the first day of classes in the subsequent fall or spring semester upon which a student finished coursework and end on the last day of the calendar year. For each subsequent summer, fall, and spring semester students will enroll in ED 745 Dissertation Continuation for zero credit but will pay the equivalent of 3 credits each semester accompanied by a fee for maintenance of registration. Students who interrupt the dissertation process for more than one consecutive, calendar year (fall, spring, summer) may be reassigned a first reader upon return. This may result in the need to change the topic and focus of the dissertation study. Such leave will only be permitted once. For people who do not return after one calendar year, refer to the general graduate catalog policy in the section entitled Interruption of Registration and Leave of Absence.

Ed.D./Ph.D. COMMENCEMENT REQUIREMENTS

Caldwell University confers degrees three times a year, in May, August, or December. The commencement ceremony is held once a year in May. In order for a candidate to participate in May ceremonies, the student must complete all dissertation requirements prior to graduation. If requirements are not met, the degree can be awarded at the next conferral date, and the student is eligible to participate in ceremonies the subsequent May.

The last day for an oral defense is six weeks prior to the end of fall or spring semester. There will be no defenses in the summer, between the end of the spring semester and the beginning of the fall semester. After the oral defense, students will have two weeks to complete the necessary changes and submit these changes for review by the first reader (or first and second readers if major revisions are needed). Upon signed approval by the first reader (and the second reader in case of major revisions) and a copy submitted to the Doctoral Program Coordinators, students will submit the dissertation to an approved editor. When returned from the editor, the student will forward a copy to the first reader. The first reader will then inform the Doctoral Program coordinators of the completion. The entire process (i.e., defense, revisions, editing) must be completed no later than April 30 for May degree conferral, July 1 for August degree conferral, or November

M.A. IN CURRICULUM AND INSTRUCTION

The M.A. in Curriculum and Instruction is designed for experienced teachers as a way to further enhance their professionalism and the quality of their teaching. The graduate program prepares educators for leadership roles in their schools. Integrating theory, practice, and research, the M.A. in Curriculum and Instruction provides teachers with opportunities to conduct action research in their schools. Through this research, teachers will acquire advanced knowledge and develop greater competence in their disciplines, while discovering innovative and effective approaches to teaching and learning. Students are required to take seven core courses and five elective courses for a total of 36 credits. The credits which meet the educational requirements for the **Supervisor Certification** may be completed as part of the elective requirements within this program. Other concentrations available to students in this degree program include **Principal Certification** – 36 credits, ***ESL Certification** – 39 credits, and **Special Education (TOSD)** – 42 credits. *Students who have earned 15 credits in an alternate route teacher certification program and are now certified may transfer these credits into the elective portion of the program. However, credits will not transfer until the student has been enrolled in the program for a year (two semesters).* To earn the Supervisor Certification, three years under a standard certificate are required; to earn the Principal Certification, five years of working under an appropriate New Jersey certificate, and passing the School Leader Praxis; to earn the ESL certificate, passing the WPI and OPI tests are required and a teaching certificate; to earn the TOSD Certification a standard certificate is required.

ADMISSION REQUIREMENTS

- Teaching certificate in education
- Undergraduate degree with a minimum GPA of 3.0
- Official undergraduate/graduate transcripts
- Passing Praxis scores
- Two professional references
- Personal interview
- Writing sample: Submission of a 1-2 page typed statement of your goals/objectives for enrolling in the M.A. in Curriculum and Instruction program

**Offering of this certification is dependent on enrollment numbers.*

PROGRAM REQUIREMENTS

Required Courses (21 credits)

- ED 580 Models of Teaching and Curriculum (3)
- ED 590 Curricula in a Multicultural Society (3)
- ED 598 Strategies for Curriculum Change and Development (3)
- ED 599 Integrating Technology into Curriculum Design and Classroom Instruction (3)
- ED 674 Education Law and Regulation (3)^

Capstone Courses (part of required courses)

- ED 610 Educational Research I (Prerequisite: 27 credits including ED 580, ED 590, ED 599, ED 598, and ED 674) (3)
- ED 611 Educational Research II (Prerequisite: ED 610) (3)

Electives (15 credits by advisement)

- ED 500E Curriculum Theory and Development for General and Special Education Students
- ED 500S Curriculum Theory and Development for General and Special Education Students
- ED 505 Student Development and Learning for General and Special Education Students
- ED 510 Reading and Communication (3)^
- ED 515 Classrooms and Community: A Social Unit (3)^
- ED/LA 516 Linguistics (3)***
- ED 517 Language Acquisition: First and Second Language Development (3)***
- ED 518 Methods of Teaching ESL (**12-hour field requirement**) (Prerequisite: EN 520) (3)***
- ED 519 Theory and Practice of Teaching English to Non-native Speakers (**12-hour field requirement**) (Prerequisite: EN 520) (3)***
- ED 520 Professional Skills (3)^
- ED 522 Application of Special Education Law for Students with Disabilities (3)*
- ED 527 Assessment Strategies for Students with Disabilities (3)*
- ED 530 Adaptive Technology for Students with Disabilities (3)*
- ED 535 Application of Brain-Based Strategies for Students with Disabilities (**12-hour field requirement**) (3)*
- ED 536 Special Reading Programs for Students with Disabilities (3)*
- ED 539 Theory, Principles and Application of Behavior Management for Students with Disabilities (3)*
- ED 540 The Special Education Teacher as Collaborator (3)*
- ED 576 Reading Foundations (3)***
- ED 635 Principles and Practices of Curriculum Development and Supervision in Subject Matter Areas (3)**
- ED 650 Curriculum Leadership (3)**
- ED 670 General Principles of Staff Supervision: Theory and Practice in Educational Administration and Supervision (3)**+
- ED 671 Foundations of Pre K-12 Administration and Curriculum Supervision (3)**
- ED 672 School Finance: Public and Private Funding (3)+
- ED 675 Communications for School Leaders (3)+

- ED 678 Managing Human and Material Resources (3)+
 ED 680 Internship in Educational Administration (3)+
 EN 520 Structure of American English (3)***

Transfer Credits (6 credits maximum)

[^] Required for Principal Certification

^{^^} ED 500, ED 505, ED 510, ED 515, ED 520 are post-baccalaureate students

^{*} Seven courses required for Teacher of Students with Disabilities Certification

^{**} Four courses required for Supervisor Certification

^{***} Elective courses for ESL Certification (18 credits in electives required)

+ Five courses required for Principal Certification

Internship: Effective with program admission in fall 2008, students entering the M.A. in Educational Administration, Post-Master Principal Certification program or, the M.A. in Curriculum and Instruction with a Principal Certification must participate in a state-mandated 300-hour internship. This will be accomplished on the basis of 10 hours per week over two 15-week semesters. There will be a set of specific activities that relate to the duties of a school principal that students will be expected to accomplish. Three (3) credits will be awarded for the 300 hours.

NOTE: It is understood that students must also meet the State of New Jersey's requirements for certification. Fees and requirements are set by the New Jersey Department of Education.

Transfer of Graduate Credit

Caldwell University will accept the transfer of up to six credits of graduate work in education from another accredited institution provided the credits were completed within five years of the student's registration at Caldwell University. Official transcripts of previous graduate work as well as the description of each course must be submitted for review at the time of application. Approval of transfer credit is based on course content and grade earned in the course which should be B or better. Each transfer request will be reviewed by the Program Coordinator. Students entering this program upon completion of the Post-Baccalaureate Teacher Certification program or Special Education program will receive advanced standing; therefore, no additional transfer credits will be accepted. Such students must show evidence of having received or expecting teacher certification, which is a prerequisite for this program.

STATEMENT OF OUTCOMES ASSESSMENT

All students must successfully complete ED 610/611. ED 610/611 guides students through the process of creating an action research project. The study results in a report that includes a statement of the problem, a review of related literature, a description of the methodology used in the study, an analysis of the collected data, and a reflection on the use of the data to improve teaching and learning. Three areas are assessed as the final outcome for this program, subject matter knowledge, pedagogical knowledge, and caring teaching skills. Similarly, the course objectives align with these three components as students identify research questions relevant to their studies, review and analyze important research related to the topic, design a study using qualitative or quantitative methodology, and reflect on the implications of this study to enhance the quality of teaching. ED 610 will be graded in the Pass/Fail format. ED 611 will receive a letter grade.

FIVE-YEAR COMBINED B.A./ M.A. IN CURRICULUM AND INSTRUCTION

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 **B.A.** in their chosen major (e.g. chemistry, biology, mathematics), **K-12 Teaching Certification** in their major or **K-6 Elementary Education Certification**, **AND** an **M.A. in Curriculum and Instruction**. (A cumulative GPA of 3.0 must be maintained to stay in the program.)

The coursework focuses in three main areas of study:

- (1) The CORE curriculum
- (2) The content area or subject matter major (e.g., chemistry, biology, mathematics, English and social studies)
- (3) Education coursework leading to a teaching credential and graduate degree

Undergraduate education courses

- ED 206 Philosophical and Historical Foundations of Education (3)
9-hour field requirement
- ED 331 Introduction to Education of the Exceptional Child (3)
40-hour field requirement
- ED 340 Teaching Reading/Language Arts **40-hour field requirement**
- ED 348 Content Area/Learning and Literacy (Secondary) (3)
40-hour field requirement
- ED 470 &
- ED 475 Student Teaching and Student Teaching Seminar (12)

Graduate level education courses leading to an M.A. in Curriculum and Instruction

- ED 447 Instructional Technology (3)*
- ED 448S Instructional Design I (3)* or 448E Instructional Design I
90-hour field requirement
- ED 449S Instructional Design II (3)* or 449E Instructional Design II
90-hour field requirement
- ED 580 Models of Teaching and Instruction (3)
- ED 590 Curriculum in Multicultural Society (3)
- ED 598 Strategies for Curriculum Change and Development (3)
- ED 599 Integrating Technology into Curriculum and Instruction (3)
- ED 610 Educational Research I (3)
- ED 611 Educational Research II (3)
- ED 674 Education Law and Regulation (3)

Education electives at the graduate level (6 credits)

**For students in this program, these three courses will be considered graduate level, and, therefore, will be expected to complete additional assignments. Failure to complete the program will result in these courses not transferring as graduate credits. Any other program changes will also apply.*

M.A. IN EDUCATIONAL ADMINISTRATION (ON CAMPUS AND ONLINE)

This program is designed for individuals who seek certification as a school principal and supervisor.

We claim that we prepare school leaders who will:

1. demonstrate their understanding of theories and strategic decision-making for educational administration and supervision in order to meet the learning needs of all students.
2. act in an ethical, fair, and trustworthy manner in their interactions with all members of the school community.
3. meet the requirements for certification and become eligible for employment as a principal or supervisor in the State of New Jersey.

ADMISSION REQUIREMENTS

- Undergraduate degree with a GPA of 3.0, or an earned master's degree with GPA of 3.0
- Official undergraduate/graduate transcripts
- Minimum of three years successful teaching experience or its equivalent in New Jersey schools under a standard teaching or an appropriate certificate.
- Copy of New Jersey teaching or school certification
- One professional reference

PROGRAM REQUIREMENTS (36 credits)

- ED 616 Qualitative and Quantitative Research for Educational Administrators (3)
- ED 635 Principles and Practices of Curriculum Development and Supervision in Subject Matter Areas (3)
- ED 650 Curriculum Leadership (3)
- ED 670 General Principles of Staff Supervision: Theory and Practice in Educational Administration and Supervision (3)
- ED 671 Foundations of Pre K-12 Administration and Curriculum Supervision (3)
- ED 672 School Finance: Public and Private Funding (3)
- ED 674 Education Law and Regulation (3)
- ED 675 Communications for School Leaders (3)
- ED 686 Problem-Based Inquiry in Educational Administration I (3)
- ED 687 Problem-Based Inquiry in Educational Administration II (3)
- ED 678 Managing Human and Material Resources (3)
- ED 680 Internship in Educational Administration (3)

Internship: All students entering the M.A. in Educational Administration must participate in a state-mandated 300-hour internship. There will be a set of specific activities that relate to the duties of a school principal that students will be expected to accomplish. Three (3) credits will be awarded for the 300 hours.

NOTE: It is understood that students must meet the State of New Jersey's requirements for certification. Fees and requirements are set by the New Jersey Department of Education. Copy of teacher certification and minimum of three years of experience under appropriate New Jersey teacher certification is necessary to begin the program.

Candidates are eligible for New Jersey certification after working five years under appropriate certification and passing School Leader Praxis.

Transfer of Graduate Credit

Caldwell University will accept the transfer of up to six credits of graduate work in education from another accredited institution provided the credits were completed within five years of the student's initial registration at Caldwell University.* Official transcripts of previous graduate work as well as the description of each course must be submitted for review at the time of application. Approval of transfer credit is based on course content and grade earned in the course which should be B or better. Each transfer request will be reviewed by the Program Coordinator. All requests for transfer credit must be submitted and approved within the student's first semester in the program.

** Up to 12 credits of coursework applicable to NJ Department of Education Certifications may be honored.*

OFF-CAMPUS LEADERSHIP DEVELOPMENT (OCLD)

Fast Track M.A. in Educational Administration

This one-calendar year, 36-credit master's degree program joins theory and practice by combining academic study in class with related project work that is job-embedded. Both classes and projects are conducted in or near the candidate's school district or diocese.

ADMISSION REQUIREMENTS

- Letter of permission from superintendent of schools of district or diocese and signed consent of a certified principal as administrator-mentor
- Undergraduate GPA of 3.0, or an earned master's degree with 3.0 GPA
- Official undergraduate/graduate transcripts
- Minimum of three years of successful teaching experience or its equivalent in New Jersey schools under an appropriate teaching certificate.
- One professional reference from someone other than the superintendent of schools

The following represents a typical OCLD scheduling pattern; a given cohort may have a slightly different version of this schedule.

PROGRAM REQUIREMENTS (36 credits)

Strand I – Summer Session B

- ED 616 Qualitative and Quantitative Research for Educational Administrators (3)
- ED 671 Foundations of Pre K-12 Administration and Curriculum Supervision (3)
- ED 674 Education Law and Regulation (3)

Strand II – Fall Semester

- ED 650 Curriculum Leadership (3)
- ED 680 Internship in Educational Administration (3)
- ED 686 Problem-Based Inquiry In Educational Administration I (3)

Strand III – Spring Semester

- ED 670 General Principles of Staff Supervision: Theory and Practice in Educational Administration and Supervision (3)
- ED 672 School Finance: Public and Private Funding (3)
- ED 687 Problem-Based Inquiry In Educational Administration II (3)

Strand IV – Summer Session B

- ED 635 Principles and Practices of Curriculum Development and Supervision in Subject Matter Areas (3)
- ED 675 Communications for School Leaders (3)
- ED 678 Managing Human and Material Resources (3)

Most of the courses will include a related project assignment that will enable the student to engage in a practical application of the classroom instruction. The project will be designed and implemented in relation to circumstances extant in the candidate's district or diocese. These projects will be delineated in a planning protocol and will be subject to approval by the university liaison staff member, the administrator-mentor, and the student.

Mentoring Requirement

The administrator-mentor will assist the student in establishing a schedule that will enable the student and the mentor to share routine and challenging experiences, and reflect on the meaning and implications of those experiences. The schedule will be related to the set of mentoring activities and will be reviewed during the initial summer session. The student will be expected to keep a log of completed activities. The log will be organized according to New Jersey Professional Standards for School Leadership (NJPSSL) standards. The log of activities and the rubric will be used as evaluative criteria for the internship. They will be submitted to the university liaison for ED 680 Internship in Educational Administration.

Transfer of Graduate Credit

Caldwell University will accept the transfer of six credits of graduate work in education from another accredited institution provided the credits were completed within five years of the student's registration at Caldwell University. Official transcripts of previous graduate work as well as the description of each course must be submitted for review at the time of application. Approval of transfer credit is based on course content and grade earned in the course, which should be a B or better. Each transfer request will be reviewed by the Program Coordinator. No transfer credits will be approved after the conclusion of the first summer session, or the completion of nine credits on campus.

STATEMENT OF OUTCOMES ASSESSMENT

Any student who completes the M.A. in Educational Administration must successfully complete a two-semester research project in ED 686-687 that applies research skills to field-based problems in educational administration. The student's log of mentor activities and the rubric evaluating those activities are also considered as part of the outcome assessment. Selected courses will also have required outcomes assessment assignments that reflect a maximum of CAEP principles and program claims.

NOTE: It is understood that students must also meet the State of New Jersey's requirements for certification. Fees and requirements are set by the New Jersey Department of Education.

M.A. IN HIGHER EDUCATION (ONLINE)¹

The M.A. in Higher Education has been designed to give students the theoretical background they need, complemented by sufficient experiential learning opportunities, to be well-prepared for positions in diverse areas including, student affairs, enrollment management, resource management and human resources in public, private and Catholic institutions. This 36-credit program is fully online. Classes are 7-weeks in length and students who choose to attend full-time may be able to complete their degree in one year. The course rotation will allow students to enter the program at the beginning of any seven-week session, maximizing the flexibility and appeal of the program. The target audience for the program is individuals working in higher education who are seeking career advancement and recent college graduates who are interested in pursuing a career in higher education.

ADMISSION REQUIREMENTS

- Formal application to the Caldwell University Office of Graduate Admissions
- Official transcript(s)
- Two (2) letters of recommendation
- Minimum undergraduate GPA of 3.0
- Personal interview, if necessary

PROGRAM REQUIREMENTS

Students must complete a minimum of 36 credit hours, including the following:

Core Courses (30 credits)

- ED 524 History and Current Issues in Higher Education
- ED 532 Legal and Ethical Issues in Higher Education
- ED 531 Diversity and Multicultural Issues in Higher Education
- ED 506 Curriculum, Technology and Digital Identity
- ED 507 Student Affairs
- ED 511 Organizations and Leadership
- ED 512 College Student Development in the 21st Century
- ED 609 Assessment and Institutional Research
- ED 586 Resource Management in Higher Education
- ED 617 Enrollment Management: Access and Retention

Capstone Courses (6 credits)

- ED 604 Capstone Internship (150 hours)
- ED 618 Seminar in Higher Education

¹Tuition for this program may vary from the per credit charges for other programs within the School of Education. Students should check the University website for the most current information on tuition and fees.

STATEMENT OF OUTCOMES ASSESSMENT

The capstone courses (ED 604: Internship and ED 618: Seminar) will be the culminating activities for the students in the program. Assessment of the internship will be triangulated and include assessment of student performance by the Internship supervisor and mentor; a rubric-based evaluation of the student's log of activities; and student reflections of the process and experience. The seminar will include a major research project that explores in depth a current problem or issue of particular interest to the student, allowing students to demonstrate graduate-level research competency.

M.A. IN LITERACY INSTRUCTION

The M.A. in Literacy Instruction, offered through the Caldwell University School of Education, is a 36-credit program. Twenty-one credits constitute the program's required core courses. Candidates are then required to choose 15 credits of electives from the elementary or secondary strands. Through the selection of appropriate courses, certified teachers with two years of experience will fulfill the New Jersey Department of Education coursework requirements for **Reading Specialist certification**.

The M.A. in Literacy Instruction program is designed for K-12 certificated classroom teachers who seek to improve and/or enhance their knowledge and skills in literacy instruction. Through the structure of the course offerings, this graduate literacy program is designed to balance the requirement of successful teaching of K-12 reading and writing.

ADMISSION REQUIREMENTS

- Formal application to Caldwell University Office of Graduate Studies
- Official transcript(s)
- Two (2) letters of recommendation
- Minimum undergraduate GPA of 3.0
- A one to two-page statement of goals and objectives expected by the candidate while in the program
- Personal interview

PROGRAM REQUIREMENTS

Required Core Courses (21 credits)

+ED 528 Literacy Assessment and Evaluation (3) **12-hour field requirement**

+ED 576 Reading Foundations (3)***

+ED 564 Diagnosis and Correction of Reading Difficulties (3) **12-hour field requirement**

ED 577 Teaching Writing: Process to Product (3)

ED 610 Educational Research I (3)

ED 611 Educational Research II (3)

+ED 628 Supervised Practicum and Reading (3) **40-hour field requirement**

*** ED 510 Reading and Communication (3) may be substituted for this course.

AREAS OF CONCENTRATION

A. Elementary Strand (15 credits)

The Elementary Strand for the M.A. in Literacy Instruction offers K-6 classroom teachers courses that will provide them with an opportunity to concentrate on reading or writing at the elementary (K-6) school level. Selection of three (3) of the following courses that are preceded by a "+" along with four of the required "+" core courses listed above constitutes the Reading Specialist Certification Track. The Reading Specialist certification requires that a teacher have at least two years of successful full-time teaching experience.

- +ED 526 The Reading Specialist as Teacher Consultant (3)
- +ED 534 Instruction and Assessment of Writing for Special Needs Students (3)
- +ED 535 Application of Brain-Based Strategies for Learners with Disabilities (3)

12-hour field requirement

- +ED 574 Literature for Children (3)
- +ED 578 Brain-Based Literacy Instruction (3)*
- +ED 579 Critical Thinking and Literacy (3)
- ED 581 Teaching Writing in the Elementary School (3)**

* ED 505 may be substituted for this course.

** ED 500 may be substituted for this course.

B. Secondary Strand (15 credits)

The Secondary Strand for the M.A. in Literacy Instruction offers secondary classroom teachers courses that will provide them with an opportunity to concentrate on reading or writing at the 6-12 level. Selection of three (3) of the following courses that are preceded by a "+" along with four of the required core courses listed above constitutes the Reading Specialist Certification Track. The reading specialist certification requires that a teacher have at least two years of successful full time teaching experience.

- ED 529 Teaching Reading in the Content Areas (3)
- ED 573 Teaching Writing in the Content Areas (3)*
- +ED 583 Literature for Adolescents (3)
- +ED 526 The Reading Specialist as Teacher Consultant(3)
- +ED 534 Instruction and Assessment of Writing for Special Needs Students (3)
- +ED 535 Application of Brain-Based Strategies for Learners with Disabilities (3)

12-hour field requirement

- +ED 578 Brain-Based Literacy Instruction (3)**
- +ED 579 Critical Thinking and Literacy (3)

*ED 500 may be substituted for this course.

** ED 505 may be substituted for this course.

Transfer of Graduate Credits

Caldwell University will accept the transfer of up to six credits of graduate work in education from another institution, provided the credits were completed within five years of the student's registration at Caldwell University. Official transcripts of previous graduate work as well as the description of each course must be submitted for review at the time of application. Approval of transfer credit is based on course content and grade earned in the course which should be no lower than a B. Each transfer request will be reviewed by the Program Coordinator.

Post-Baccalaureate Teacher Certification Program Courses for Transfer

Certified teachers who have completed the Caldwell University Post-Baccalaureate Teacher Certification Program may, with approval, substitute the following courses for those listed among the M.A. in Literacy Instruction required and/or elective courses:

- ED 500E Curriculum Theory and Development for General and Special Education Students ED 573
- EED 500S Curriculum Theory and Development for General and Special Education Students

ED 505	Student Development and Learning for General and Special Education Students	ED 578
ED 510	Reading and Communication (3)	ED 576
<i>ED 515 and ED 520 can be transferred as electives.</i>		

STATEMENT OF OUTCOMES ASSESSMENT

All students must successfully complete ED 610/611. ED 610/611 guides students through the process of creating an action research project. The study results in a report that includes a statement of the problem, a review of related literature, a description of the methodology used in the study, an analysis of the collected data, and a reflection on the use of the data to improve teaching and learning. Three areas are assessed as the final outcome for this program, subject matter knowledge, pedagogical knowledge, and caring teaching skills. Similarly, the course objectives align with these three components as students identify research questions relevant to their studies, review and analyze important research related to the topic, design a study using qualitative or quantitative methodology, and reflect on the implications of this study to enhance the quality of teaching. ED 610 will be graded in the Pass/Fail format. ED 611 will receive a letter grade.

M.A. IN SPECIAL EDUCATION

The 36-credit M.A. in Special Education is designed to give teachers the necessary skills and information to teach in a self-contained special education classroom, work in a related field in special education, teach in a partnership in an inclusive education setting, or practice as a **Learning Disabilities Teacher Consultant (LDT-C)**. The goal of this program is to give teachers the skills to effectively teach students with disabilities. Caldwell offers four different strands within the M.A. in Special Education. **Strand 1** serves those who have a CEAS or a STANDARD teaching certificate and want to earn the **Teacher of Students with Disabilities (TOSD) Endorsement**. **Strand 2** serves teachers who have three or more years of documented teaching experience, a STANDARD teaching certificate, and wish to earn the **TOSD and LDT-C**. **Strand 3** serves teachers who have the TOSD Endorsement and want to earn the **M.A. in Special Education**. A core of 21 credits, required as part of Strand 1 and Strand 2, fulfills the New Jersey Department of Education requirements for the TOSD Endorsement. **Strand 4** serves those who have a CEAS or a standard teaching certificate and want to earn the **TOSD certification with a concentration in Applied Behavior Analysis (ABA)**.

ADMISSION REQUIREMENTS

- Minimum undergraduate GPA of 3.0 for program entry
- New Jersey certification in education. Strand 2 also requires three or more years of documented full-time successful teaching experience
- Official undergraduate/graduate transcript
- Two professional references
- Submit a personal statement of a minimum of 2-3 pages describing your reason for pursuing this graduate program in special education including what your career goals are for this area of specialization
- Personal interview

PROGRAM REQUIREMENTS (36 credits)

Strand 1 required core courses (36 credits)

This course sequence is approved by the New Jersey Department of Education requirements for the **Teacher of Students with Disabilities Endorsement**.

- ED 522* Application of Special Education Law for Students with Disabilities (3)
- ED 527* Assessment Strategies for Students with Disabilities (3)
- ED 530* Adaptive Technology for Students with Disabilities (3)
- ED 535* Application of Brain-Based Strategies for Students with Disabilities (3)
- ED 536* Special Reading Programs for Students with Disabilities (3)
- ED 539* Theory, Principles and Application of Behavior Management for Students with Disabilities (3)
- ED 540* The Special Education Teacher as Collaborator (3)
- ED 564 Diagnosis and Correction of Reading Difficulties (3)
- ED 568 Remedial Strategies for Students with Learning Disabilities (3)
- ED 610 Educational Research I (3)
- ED 611 Educational Research II (3)
- Elective Interdisciplinary (C&I or Literacy) or Advisor Approval (3)

Strand 2 required courses (21 credits)

This course sequence is approved by the New Jersey Department of Education requirements for the Teacher of Students with Disabilities Endorsement *(TOSD) and Learning Disabilities Teacher-Consultant (LDT-C) Certification

- ED 522* Application of Special Education Law for Students with Disabilities (3)
- ED 530* Adaptive Technology for Students with Disabilities (3)
- ED 535* Application of Brain-Based Strategies for Students with Disabilities (3)
- ED 536* Special Reading Programs for Students with Disabilities (3)
- ED 539* Theory, Principles and Application of Behavior Management for Students with Disabilities (3)
- ED 540* The Special Education Teacher as Collaborator (3)
- ED 559* Assessment of Learning Disabilities and Instructional Planning Techniques (3)
- ED 613 Methods of Research for Learning Disabilities and Instructional Strategies based on Assessment (3)
- ED 610 Educational Research I (3)
- ED 611 Educational Research II (3)
- ED 614 Practicum in LDT-C I (minimum of 45 hours supervised field experience) (3)
- ED 615 Advanced Practicum in LDT-C II (minimum of 45 hours supervised field experience) (3)

Strand 3 required core courses (21 credits)**M.A. in Special Education: Required TOSD Endorsement**

- ED 522 Application of Special Education Law for Students with Disabilities (3)
- ED 527 Assessment Strategies for Students with Disabilities (3)
- ED 535 Application of Brain-Based Strategies for Students with Disabilities (3)
- ED 536 Special Reading Programs for Students with Disabilities (3)
- ED 559 Theory, Principles and Application of Behavior Management for Students with Disabilities (3)
- ED 610 Educational Research I (3)
- ED 611 Educational Research II (3)

Elective courses for Strand 3 (15 credits)

(Select five courses from the list below)

- ED 530 Adaptive Technology for Students with Disabilities (3)
- ED 534 Instruction and Assessment of Writing for Special Needs Students (3)
- ED 540 The Special Education Teacher as Collaborator (3)
- ED 568 Remedial Strategies for Students with Learning Disabilities (3)
- ED 576 Reading Foundations (3)
- ED 582 Web-based Technology for Students with Disabilities (3)
- ABA 537 Introduction to Applied Behavior Analysis (3)
- Elective Approved by Advisor (3)

Strand 4 required core courses (36 credits)**Master of Arts in Special Education with TOSD and a concentration in Applied Behavior Analysis (ABA)**

- ED 522* Application of Special Education Law for Students with Disabilities (3)
- ED 527* Assessment Strategies for Students with Disabilities (3)
- ED 530* Adaptive Technologies for Students with Disabilities (3)
- ED 535* Application of Brain Based Strategies for Students with Disabilities (3)
- ED 536* Special Reading Programs for Students with Disabilities (3)
- ED 540* The Special Education Teacher as Collaborator (3)
- ED 610 Educational Research I (3)
- ED 611 Educational Research II (3)

Concentration

- ABA 537* Introduction to Applied Behavior Analysis (3)*
- ABA 534 Research Methods in Applied Behavior Analysis (3)
- ABA 526 Behavior Analysis and Learning (3)
- ABA 556 Advanced Applied Behavior Analysis (3)

**Required for TOSD*

Transfer of Graduate Credit

Caldwell University will accept the transfer of up to six graduate credits (master's degree) and three graduate credits (post-baccalaureate degree) provided the credits were completed within five years of the student's registration at Caldwell University. Official transcripts of previous graduate work as well as the description of each course must be submitted for review at the time of application. Approval of transfer credit is based on course content and grade earned in the course, which should be B or better. Each transfer request will be reviewed by the Program Coordinator.

CAPSTONE OF OUTCOMES ASSESSMENT

As the capstone requirement of the M.A. in Special Education, students must successfully complete two semester capstone courses, ED 610 Education Research I & ED 611 Education Research II. In these classes, students will first complete a review of literature in a particular area within special education. They will then design and conduct an action research paper.

POST-MASTER LDT-C CERTIFICATION

This program is designed to meet the State of New Jersey certification requirements for the LDT-C Certification for applicants who have a **master's degree and three years of documented teaching experience with a *STANDARD New Jersey Instructional Certificate***.

ADMISSION REQUIREMENTS

- **New Jersey certification in education and completion of three years documented full time teaching experience with a *STANDARD New Jersey Instructional Certificate*. Letter substantiating this should be submitted on letterhead of school district.**
- Verification of an earned master's degree through official transcript
- Two professional references
- Submit a personal statement of a minimum of 2-3 pages describing reason for pursuing this graduate program in special education including what your career goals are for this area of specialization
- Personal interview

PROGRAM REQUIREMENTS (27 credits)

- ED 522 Application of Special Education Law for Students with Disabilities (3)
- ED 559 Assessment of Learning Disabilities and Instructional Planning Techniques (3)
- ED 530 Adaptive Technology for Students with Disabilities (3)
- ED 535 Application of Brain-Based Strategies for Students with Disabilities (3)
12-hour field requirement
- ED 536 Special Reading Programs for Students with Disabilities (3)
- ED 540 The Special Education Teacher as Collaborator (3)
- ED 613 Methods of Research for Learning Disabilities and Instructional Strategies based on Assessment (3)
- ED 614 Practicum in LDT-C I (**minimum 45-hour supervised field experience**) (3)
- ED 615 Advanced Practicum in LDT-C II (**minimum 45-hour supervised field experience**) (3)

Transfer of Graduate Credit

Caldwell University will accept the transfer of three graduate credits from another institution of higher learning provided the credits were completed within five years of previous graduate work. A description of the course as well as official transcripts must be submitted at the time of application. Approval of transfer credit is based on course content and grade earned in the course, which should be B or better. Each transfer request will be reviewed by the Program Coordinator.

POST-MASTER READING SPECIALIST CERTIFICATION

This program is designed to meet the State of New Jersey certification requirements for the Reading Specialist Certification for applicants who have a master's degree and two years teaching experience under New Jersey certification.

ADMISSION REQUIREMENTS

- Formal application to Caldwell University's Office of Graduate Admissions
- Verification of an earned master's degree through official graduate transcript(s)
- **New Jersey certification in education and completion of two years documented full-time teaching experience with a STANDARD New Jersey Instructional Certificate. Letter substantiating this should be submitted on letterhead of school district.**
- Two (2) letters of recommendation
- One to two-page statement of goals and objectives expected by the candidate while in the program
- Personal interview

PROGRAM REQUIREMENTS

Required Core Courses (12 credits)

ED 528 Literacy Assessment and Evaluation (3)

12-hour field requirement

ED 564 Diagnosis and Correction of Reading Difficulties (3)

12-hour field requirement

ED 576 Reading Foundations (3)**

ED 628 Supervised Practicum and Reading (3)

40-hour field requirement

*** ED 510 Reading and Communication (3) may be substituted for this course.

Selection of three (3) of the following courses (9 credits)

ED 526 The Reading Specialist as Teacher Consultant (3)

ED 534 Instruction and Assessment of Writing for Special Needs Students (3)

ED 535 Application of Brain-Based Strategies for Students with Disabilities (3)

12-hour field requirement

ED 574 Literature for Children (3)

OR

ED 583 Literature for Adolescents (3)

POST-MASTER SCHOOL ADMINISTRATOR CERTIFICATION

This program is designed for individuals who seek certification as a School Administrator. We prepare school leaders who will:

- Demonstrate an understanding of theory and strategic decision-making in order to meet the learning needs of all students.
- Act in an ethical, fair, and trustworthy manner while interacting with all members of the school community.
- Meet the requirements for the State of New Jersey Superintendent Certification.

ADMISSION REQUIREMENTS

- Official undergraduate/graduate transcripts
- One professional reference
- Interview with the program coordinator
- Copy of New Jersey certifications
- Complete five years of successful educational experience in a school district, non-public school, or a regionally accredited college or university.

To be eligible for the School Administrator CE, the candidate shall:

1. Complete one of the following:

- Hold a master's or higher degree from a regionally accredited college or university in educational leadership, curriculum and instruction, or one of the recognized fields of leadership or management;
- Hold a master's degree from a regionally accredited college or university and complete a Post-Master program resulting in certification of advanced study in educational administration and supervision;
- Hold a master's degree from a regionally accredited college or university and complete a post-master program in a coherent sequence of 30 semester hour credits as they appear on the institution's transcript. The study must be completed at one institution in educational leadership, curriculum and instruction, or one of the recognized fields of leadership or management;
- Hold a master's degree from a regionally accredited college or university and complete a New Jersey state-approved certification program in educational leadership offered by providers approved by the department pursuant to N.J.A.C. 6A:9-12.5(j)2, (k)2 and (l)1; or
- Hold a master's degree from an NCATE, TEAC, or CAEP approved program in educational leadership from an out-of-state college or university.

2. *Complete a minimum of 30 graduate credits either within the master's program or in addition to it, in the following quality components of preparation to promote student learning as set forth in N.J.A.C. 6A:9-3.4 (a)1 through 6:*
 - Lead a common vision of learning in the school community;
 - Lead a climate and culture conducive to student learning and staff professional growth
 - Lead a safe and effective environment for learning;
 - Lead the mobilization of resources, response to diverse needs, and collaboration with families and communities;
 - Lead with integrity and fairness; and
 - Lead with a perspective of the larger political, social, economic and legal context.
3. *Complete a 150-hour internship in educational leadership independent of other course requirements.*
4. *Pass a state approved examination of knowledge that is acquired through study of the topics listed in (a) 2 above, aligned with the Professional Standards for School Leaders that is directly related to the functions of superintendents as defined in N.J.A.C. 6A:9-12.3(a); and*
5. *Complete five years of successful educational experience in a public or non-public school, a public or non-public school district, or a regionally accredited higher educational setting in New Jersey or out-of-state.*

PROGRAM REQUIREMENTS (3 credits)

Required Courses (3 credits)

ED 681 Internship for School Administrator (3)*

This course fulfills the requirement of 150 hours of internship as per the New Jersey certification for school administrator N.J.A.C. 6Q: 9 12.4 (a) 3.

**Candidates may take the Internship as a stand-alone course and pass the School Administrator Praxis exam to receive this certification.*

POST-MASTER PRINCIPAL CERTIFICATION (ON CAMPUS AND ONLINE)

This program is designed to meet the State of New Jersey certification requirements for the Principal Certification for applicants who have an M.A. in Educational Administration, M.A. in Curriculum and Instruction, or a recognized field of leadership or management. Courses in the applicant's master's degree will be reviewed to determine the specific courses required for the Principal Certification, which may include educational research. To earn the New Jersey Principal Certification, candidates need to complete five years of experience with appropriate New Jersey school certification.

ADMISSION REQUIREMENTS

- Verification of an appropriately earned master's degree through official graduate transcript(s), or current enrollment in either the M.A. in Curriculum and Instruction or the M.A. in Educational Administration.
- New Jersey teacher or other appropriate school certification

PROGRAM REQUIREMENTS (21 credits)*

ED 635 Principles and Practices of Curriculum Development and Supervision in Subject Matter Areas (3)

OR

ED 650 Curriculum Leadership (3)

ED 670 General Principles of Staff Supervision: Theory and Practice in Educational Administration and Supervision (3)

ED 672 School Finance: Public and Private Funding (3)

ED 674 Education Law and Regulation (3)

ED 675 Communications for School Leaders (3)

ED 678 Managing Human and Material Resources (3)

ED 680 Internship in Educational Administration (3)

**Students with a Master's degree in Education, but not in Educational Leadership or Curriculum and Instruction must take 30 credits to earn their Principal Certification.*

Caldwell University will accept the transfer of six credits of graduate work in education from another accredited institution provided the credits were completed within five years of the student's initial registration at Caldwell University*. Official transcripts of previous graduate work as well as the description of each course must be submitted for review at the time of application. Approval of transfer credit is based on course content and grade earned in the course which should be B or better. Each transfer request will be reviewed by the Program Coordinator. All requests for transfer credit must be submitted and approved within the student's first semester in the program.

**Up to 12 credits of course work applicable to NJ Department of Education Certifications may be honored.*

POST-MASTER SUPERVISOR CERTIFICATION (ON CAMPUS AND ONLINE)

This program is designed to meet the State of New Jersey certification requirements for the Supervisor Certification for applicants who have a master's degree and three years experience under New Jersey certification for teaching or support services.

ADMISSION REQUIREMENTS

- Verification of an earned master's degree through official graduate transcript(s), or current enrollment in the M.A. in Curriculum and Instruction
- Copy of existing teaching or support service certificate for the field in which Supervisor Certification is sought

PROGRAM REQUIREMENTS (12 credits)

- ED 635 Principles and Practices of Curriculum Development and Supervision in Subject Matter Areas (3)
- ED 650 Curriculum Leadership (3)
- ED 670 General Principles of Staff Supervision: Theory and Practice in Educational Administration and Supervision (3)
- ED 671 Foundations of Pre K-12 Administration and Curriculum Supervision (3)

Caldwell University will accept the transfer of six credits of graduate work in education from another accredited institution provided the credits were completed within five years of the student's initial registration at Caldwell University. Official transcripts of previous graduate work as well as the description of each course must be submitted for review at the time of application. Approval of transfer credit is based on course content and grade earned in the course which should be B or better. Each transfer request will be reviewed by the Program Coordinator. All requests for transfer credit must be submitted and approved within the student's first semester in the program.

POST-MASTER ENGLISH AS A SECOND LANGUAGE (ESL) CERTIFICATION

**The offering of this program is dependent upon enrollment numbers. Please contact the Program Coordinator for more information.*

This program is designed to meet the State of New Jersey certification requirements for the English as a Second Language Certification for applicants who already have a master's degree and a valid **STANDARD New Jersey Instructional Certificate** in education.

ADMISSION REQUIREMENTS

- Formal application to Caldwell University's Office of Graduate Admissions
- Verification of an earned master's degree through official graduate transcript(s)
- STANDARD New Jersey Instructional Certificate
- Two (2) letters of recommendation
- Writing sample: Submission of a 1-2 page typed statement of your goals/objectives for enrolling in the Post-master ESL Certification program
- Personal interview

PROGRAM REQUIREMENTS (21 credits)

ED 516 Linguistics (3)

ED 517 Language Acquisition: First and Second Language Development (3)

ED 518 Methods of Teaching ESL (**12-hour field requirement**)

(Prerequisite: EN 520) (3)

ED 519 Theory and Practice of Teaching English to Non-native Speakers

(**12-hour field requirement**) (Prerequisite: EN 520) (3)

ED 576 Reading Foundations (3)

ED 590 Curricula in a Multicultural Society (3)

EN 520 Structure of American English (3)

Prior to completion of this program, students must pass a state-approved examination of knowledge, Writing Proficiency Test (WPT) and Oral Proficiency Interview (OPI). Fees are set by the testing institutions.

POST-BACCALAUREATE TEACHER CERTIFICATION

This program is offered for individuals who have a bachelor's degree and wish to obtain teaching certification. The regular program is open to students with undergraduate backgrounds in the liberal arts and sciences. Applicants are advised that additional undergraduate course work may be required to meet New Jersey certification standards. See "Certification Procedures" in the Academic Policies section for information on procedures to earn New Jersey certification.

ADMISSION REQUIREMENTS

- Bachelor's degree with a minimum GPA of 3.0 or a master's degree in a relevant content area with a minimum 3.0 GPA
- Official undergraduate/graduate transcripts
- Must pass the Praxis I: Praxis Core Academic Skills for Educators: Combined (5751). Please refer to the Education Portal for all up to date changes that may not be noted in this catalog at the time of printing.
- Two professional references
- Submit a personal statement of 2-3 pages describing your reasons for pursuing this program of study
- Personal interview

NOTE: It is highly recommended that the Praxis II exam is passed prior to admission. A passing score on the Praxis II exam is required by the State of New Jersey for certification. **Students must pass this exam in their first semester (two courses) of the program.** Students will not be allowed to take additional courses until Praxis scores have been submitted to the Office of Field Placement.

PROGRAM REQUIREMENTS (27 credits)

GRADUATE COURSES (15 credits)

ED 500E Curriculum Theory and Development for General and Special Education Students (3) **OR**

ED 500S Curriculum Theory and Development for General and Special Education Students (3)

ED 505 Student Development and Learning for General and Special Education Students (3)

ED 510 Reading and Communication **(field component)** (3)

ED 515 Classrooms and Community: A Social Unit (3)

ED 520 Professional Skills **(field component)** (3)

UNDERGRADUATE COURSES (12 credits)

ED 470 Clinical Internship (Student Teaching) (9)

ED 475 Clinical Internship Seminar (3)

The student teaching experience is the culmination of the program. Student teaching must be completed in the semester following the completion of all coursework. **No additional courses may be taken during student teaching.**

Note: Nine undergraduate credits of behavioral science are required prior to student teaching, as follows:

K-6 (Elementary)

- 1 Sociology course with approved multicultural content
- Prenatal/Infant Psychology
- Child Psychology

5-8 (Middle School)

- 1 Sociology course with approved multicultural content
- Prenatal/Infant Psychology
- Child Psychology
- Adolescent Psychology

K-12 (Secondary)

- 1 Sociology course with approved multicultural content
- Child Psychology
- Adolescent Psychology

Early Childhood Program – Students who wish to obtain the P-3 endorsement must also complete ED 332 Methods of Early Childhood Education and ED 333 Curriculum in Early Childhood Education.

Upon completion of the post-baccalaureate program, students entering the M.A. in Curriculum and Instruction program may transfer 15 credits into the elective section of the M.A. in Curriculum and Instruction program. 15 credits may transfer into the M.A. in Literacy Instruction program. No other transfer credits will be accepted.

Additionally, students who successfully complete the Post-Baccalaureate Teacher Certification program may wish to enter the Special Education Certification program.

Transfer of Graduate Credit

The Post-Baccalaureate Teacher Certification program accepts up to three credits of transfer credit on approval.

POST-BACCALAUREATE SPECIAL EDUCATION TEACHER CERTIFICATION

This program is designed for a certified teacher who has decided to seek the Teacher of Students with Disabilities (TOSD) Endorsement in special education. The program is designed to give this teacher the necessary skills and information that s/he can teach in a self-contained special education classroom, a self-contained school, or teach in partnership in an inclusive education setting. The goal of this program is to give teachers the necessary foundational skills to effectively teach students with disabilities. The Special Education program has seven courses for 21 credits which fulfill the requirements for the Teacher of Students with Disabilities (TOSD) Endorsement.

ADMISSION REQUIREMENTS

- Minimum undergraduate GPA of 3.0 for program entry
- New Jersey certification in education (CEAS or STANDARD certification)
- Official undergraduate/graduate transcript
- Two professional references
- Submit a personal statement of a minimum of 2-3 pages describing your reason for pursuing this graduate program in special education including what your career goals are for this area of specialization
- Personal interview

PROGRAM REQUIREMENTS (21 credits)

ED 522 Application of Special Education Law for Students with Disabilities (3)

ED 527 Assessment Strategies for Students with Disabilities (3)

ED 530 Adaptive Technology for Students with Disabilities (3)

ED 535 Application of Brain-Based Strategies for Students with Disabilities (3)

12-hour field requirement

ED 536 Special Reading Programs for Students with Disabilities (3)

ED 539 Theory, Principles and Application of Behavior Management for Students with Disabilities (3)

ED 540 The Special Education Teacher as Collaborator (3)

Transfer of Graduate Credit

Caldwell University will accept the transfer of three graduate credits provided the credits were completed within five years of previous graduate work. A description of each course must be submitted for review at time of application. Acceptance is pending review of the course and submission of official transcripts to the program coordinator. Approval of transfer credit is based on course content and grade earned in the course, which should be B or better.

Education Course Descriptions

NOTE: LiveText is a web-based software program that is required for all education majors (graduate and undergraduate) and will be used in each of the courses for various assignments and assessments.

ED 5005 Curriculum Theory and Development for General and Special Education Students (3)

The prospective teacher will study students, their characteristics as individuals, their individual interests, how students learn, how to establish a productive learning environment and the needs and characteristics of the special needs population, including students with autism.

ED 500E Curriculum Theory and Development for General and Special Education Students (3)

The prospective teacher will study curriculum priorities of the school and assessment techniques. He or she will learn how to unit plan, organize content, develop outcomes, and select materials for general and special education students, including those with autism.

ED 505 Student Development and Learning for General and Special Education Students (3)

The prospective teacher will study students, their characteristics as individuals, their individual interests, how students learn, how to establish a productive learning environment and the needs and characteristics of the special needs population, including students with autism.

ED 506 Curriculum, Technology and Digital Identity (3)

An overview of principles, policies, and practices in curriculum development, including social, economic, political, historical and philosophical contexts that influence curriculum formation and operation. Examines the relationship between knowledge, learning, teaching, and technology and provides a comprehensive theoretical and pedagogical foundation for making critical decisions about the use of technology within the college curriculum.

ED 507 Student Affairs (3)

An overview of principles and organizational patterns of student affairs programs and services for colleges and universities. Considers the development of the student affairs profession and emphasizes major literature in the field, legal and ethical issues, institutional mission and cultures, and the role of various student service functions.

ED 510 Reading and Communication (3)

The prospective teacher will learn about language development, the reading process, the methods and materials necessary to teaching reading, and the application of reading skills to all subject areas and disciplines found within the school curriculum. **(30-hour field requirement)**

ED 511 Organizations and Leadership (3)

An introduction to leadership and management concepts in higher education environments, focusing on factors influencing strategic level decision-making including governance models, organizational structures, human resources, change management, and finances. Considers major theoretical approaches to understanding leadership and examines how leadership functions within higher education.

ED 512 College Student Development in the 21st Century (3)

An examination of trends and changes in the characteristics of college students in a broad range of developmental and sociological areas. Explores theories of college student development, including cognitive, moral, psycho-social, ethical, and human development theories applicable to college student populations. Considers identity development models, emphasizing their practical application for program design, interventions, outreach, and research programs.

ED 515 Classrooms and Community: A Social Unit (3)

The prospective teacher will learn about the classroom as a social unit and the management/organization skills to create an effective learning environment. The prospective teacher will become familiar with the organizational, social, economic, and political forces that impact upon schools. **Prerequisites: ED 505 and ED 510.**

ED 516 Linguistics (3)

This course introduces the study of language as a system. Linguistics is a social science which uses human communication as its focus of study. The subsystems of linguistics-morphology, phonetics, phonology, syntax and semantics-will be explored in depth. In addition, the course will cover theories of language acquisition, the brain's role in language, language change and evolution, and language families.

ED 517 Language Acquisition: First and Second Language Development (3)

The purpose of this course is to provide a framework for considering how language development in bilingual individuals is different from that of monolinguals. This course is designed to assist educators in understanding how being bilingual affects the educational context and, therefore, may influence the academic performance and assessment of bilingual students. This knowledge should lead to more reflective instructional decision making on the part of course participants.

ED 518 Methods of Teaching ESL (3)

The course examines the current theories and practices required to teach English Language Learners through context. The course explores the current methodologies that will assist teachers in the development of the contextual approach to language acquisition. In addition, the course will familiarize the students with WIDA English Language Proficiency Standards adopted by the State of New Jersey and will focus on techniques that foster communicative competence. **Field experience 12 hours. Prerequisite EN 520.**

ED 519 Theory and Practice of Teaching English to Non-native Speakers (3)

This course content will include the development of legislation regarding English language learning opportunities for language minority students, second language acquisition theory, ESL/Bilingual program models, Language 2 (L2) teaching method theory, specific teaching approaches and techniques and multilingual/multicultural classroom challenges. Class work will focus on practical and hands-on experiences. **Field experience 12 hours. Prerequisite: EN 520.**

ED 520 Professional Skills (Field Component) (3)

The prospective teacher will study the common skills for the delivery of instruction including planning, comparative methodology, questioning, instructional skills, use of technology, selection of materials, goal setting, pacing of instruction, and measuring outcomes. The prospective teacher will investigate student creativity and learn how to engage students in active learning. **Field component requires a minimum 30 hours of in-school observation. Prerequisites: ED 505 and ED 510.**

ED 522 Application of Special Education Law for Students with Disabilities (3)

This course examines both the historical basis and current federal and state statutes and regulations pertaining to special education. In depth analysis of both federal and state law cases will be examined. Issues such as the IDEIA, ADA, NCLB, and Section 504 of the Rehabilitation Act, as well as state issues/regulations governing special education will be analyzed. Students will understand the concept of learning disabilities and the observable characteristics of those who are learning disabled ranging from severe to mild disabilities. Research, attitudes and current practice as they relate to children with individualized differences and special needs will be discussed and evaluated. **This course has a 12-hour field component.**

ED 524 History and Current Issues in Higher Education (3)

An examination of the history of higher education in the United States, including the purposes and policies of higher education and developments in the diversity of institutional type, access, and curricula. Provides an overview of the philosophical, sociological, and historical contexts that influence higher education institutions in the 21st century. Includes an analysis of contemporary issues and the implications for policy and practice in higher education.

ED 526 The Reading Specialist as Teacher Consultant (3)

This course will focus on the role of the reading specialist as a resource for the classroom teacher. The prospective reading specialist will learn effective techniques for interacting with classroom teachers. They will provide teachers with individual assessment findings and recommendations for improving student literacy.

ED 527 Assessment Strategies for Students with Disabilities (3)

This course provides a foundation in assessment practices and interpretation of results. Studied tests, applicable to multidisciplinary evaluation of students will include the WISC, WJ-IV, WIAT and other standardized instruments utilized during the referral process. Through individual research, case studies, or small group projects, students will become familiar with diagnostic, technically sound, and culturally responsive batteries. Evaluation of assessment results will inform decisions regarding eligibility and instructional planning. Understanding components of the Individual Education Program (IEP) and its development through a multidisciplinary Child Study Team (CST) will allow the student to transfer assessment competencies to the development and structuring of a learning program for a student with disabilities. **This course has a 12-hour field component. Prerequisite or co-requisite ED 522.**

ED 528 Literacy Assessment and Evaluation (3)

This course focuses on classroom assessment practices that will provide accurate data for reading and writing instruction in order to inform reflective teaching. Teacher-made assessments, along with required statewide standardized tests, will be examined. **(12-hour field requirement).**

ED 529 Teaching Reading in the Content Areas (3)

This course focuses on the strategies and materials used to develop efficient readers in all areas of the curriculum. Emphasis will be placed on the infusion of literacy skills into specific curriculum disciplines: English/language arts, mathematics, science, social studies and world languages.

ED 530 Adaptive Technology for Students with Disabilities (3)

This course is designed to teach future teachers to create effective learning environments for students with varying levels of skill in attention, academics, behavior and social areas on a variety of learning environments while focusing on the inclusive classroom. It will introduce ways of adapting materials, modifying curriculum and adjusting teaching strategies to meet the needs of the students. This course will also introduce various ways in which technology can enhance the learning experiences of students in a variety of learning environments. **Prerequisite: ED 522.**

ED 531 Diversity and Multicultural Issues in Higher Education (3)

A critical analysis of cultural diversity, multiculturalism, and equity in American higher education, focusing specifically on student experiences, curricula, institutional climate, educational policies, and administrative practices. Emphasizes administrative responsibilities, challenges, and opportunities for creating and sustaining affirming, pluralistic, and inclusive campus communities for all students.

ED 532 Legal and Ethical Issues in Higher Education

An overview of the historical, contemporary, and emerging legal and ethical issues related to the administration of higher education. Considers the legislative, judicial, and executive actions that directly affect administrators, faculty, staff, and students in colleges and universities. Special attention is given to federal regulations and mandates, constitutional issues, tort liability, contractual relationships, distinctions between public and private sector institutions of higher education, and ethical standards.

ED 534 Instruction and Assessment of Writing for Students with Special Needs (3)

This course will focus on effective instructional strategies recommended when teaching writing skills to students with special needs. Assessment of writing skills and differentiation of instruction for this student population will become an integral part of this course. Student profiles will be used to develop individualized programs for students within the special needs population.

ED 535 Application of Brain-Based Strategies and Learning Theories for Teaching Students with Disabilities (3)

This course provides a comprehensive examination of theories of learning, emphasizing analysis of the commonality and diversity among learners. Objectives include the study of theories relative to learning, intelligence, reading, learning styles, developmental diversity, and the neurophysiological influences upon learning. A course outcome is the research-based examination of how various physical, emotional, and chemical conditions impact human development and thereby influences learning in all areas of the curriculum. **This course has a 12-hour field component.**

ED 536 Special Reading Programs for Students with Disabilities (3)

This course examines reading from historical, theoretical, and pedagogical perspectives that influence research-based intervention approaches. The course builds upon prerequisite understanding of reasons for reading failure. Objectives include implementation of research-based strategies that optimize direct instruction for teaching reading comprehension. The ability to effectively select, evaluate, and utilize reading interventions based on a CBI/RTI approach that appeals to reluctant readers and students with special needs is an outcome designed to enhance professional development and the ability to identify resources and materials effective for classroom literacy programs. **This course has a 12-hour field component. Prerequisite or co-requisite ED 535.**

ED 539 Theory, Principles and Application of Behavior Management for Students with Disabilities (3)

Students in this course will be able to focus on identifying, reading, analyzing, evaluating and changing social, emotional and academic behavior of students with disabilities. Theories of comprehensive classroom management will be explored in the field of Special Education with the design of learning environments and application of behavior management techniques for making positive changes in the student's academic, social and affective behavior. Specific emphasis will focus on Applied Behavior Analysis (ABA), including: defining and targeting behavior, designing intervention to teach responses and collection of graphing data to insure effective intervention. The student will also learn the process of Functional Behavior Assessment (FBA) and the resulting Behavior Intervention Planning (BIP) process all in compliance with IDEIA mandates and regulations. The student will conduct reviews and critiques of current behavior research as well as engage in practical implementation of FBA, BIP, utilizing graphs for data based decisions making, and social skill lesson planning. **This course has a 12-hour field component.**

ED 540 The Special Education Teacher as Collaborator (3)

(formerly called The Special Educator as Collaborator)

Provides students with the skills necessary for collaboration and consultation with other professionals and discusses not only how schools and teachers can collaborate with these agencies, but which agencies are the appropriate ones to contact. Communication strategies and skills, with emphasis on communicating with the home, with other teachers, and with professionals outside the field of education, will be practiced. Team building strategies between teachers and other professionals will be developed. Collaborative learning and collaborative planning will be practiced for implementation in in-class support programs. **This course includes a 12-hour field component requirement.**

ED 559 Assessment of Learning Disabilities and Instructional Planning Techniques (3)

This course provides for advanced training in the identification of, and the planning for students with learning disabilities. Administration and analysis of diagnostic batteries, views on measurement issues and evaluation of data to make decisions regarding eligibility and instructional planning will be covered. An overview of tests, applicable to educational assessment and Child Study Team will be emphasized. Case student methods will be used to stimulate teacher, parent and Child Study Team practices. Students will be required to assess a student utilizing within their 12-hour clinical field component. **Prerequisites: ED 522, ED 530, ED535, ED536, and ED539.**

ED 564 Diagnosis and Corrections of Reading Difficulties (3)

This course is designed to provide practice for the teacher in the use of formal and informal assessments as they apply to the diagnosis of student skills and ability in reading. The utilization of a literacy profile, miscue analysis, running records and diagnosis and prescriptive techniques will be emphasized in this course. **(12-hour field requirement)**

ED 568 Remedial Strategies for Students with Learning Disabilities (3)

This course is designed to present advanced remedial research-based corrective teaching strategies that are tailored to assist students with learning disabilities to master academic and social needs. Specific subtypes of learning disabilities will be highlighted. These include disorders of linguistic functioning; disorders that reflect auditory, visual and central processing that selectively interfere with the organization, integration, analysis and synthesis of verbal/non-verbal information; disorders which refer to ADHD; and those which are connected to social competence. Particular methods of instruction in reading, writing, mathematics and spelling are presented for special education and regular education settings. **This course has a 12-hour field component. Prerequisite: ED 522.**

ED 573 Teaching Writing in the Content Areas (3)

This course will examine the writing needs that various content areas require. Practical examples using writing in the specific content areas in order to assess student understanding of that content will be presented and analyzed.

ED 574 Literature for Children (3)

This course is intended to provide teaching techniques that will foster reading through the use of children's literature. A critical study of literacy trends and an introduction of materials which research has found are appropriate and effective in developing life-long readers will be presented in this course. An important component of this course will be the evaluation and selection of print, non-print and electronic material appropriate for the K-6 student.

ED 575 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.

ED 576 Reading Foundations (3)

This course examines the foundation of reading: the nature of the reading process, early childhood reading instruction, definitions of reading, current practices in the teaching of reading and the implications for teachers as they influence literacy in a technological society.

ED 577 Teaching Writing: Process to Product (3)

This course is designed to provide the fundamentals necessary for the instruction of writing at the K-12 level. The course will examine the entire writing process: pre-writing, drafting, revising, editing/proofreading, publication and celebration of the final product. Techniques for assisting students as they move through the writing process will be examined along with methods for encouraging reluctant writers and refining the skills of proficient writers.

ED 578 Brain-Based Literacy Instruction (3)

This course will review major findings in brain-based research and implications for literacy instruction. Students will design literacy instruction modules which reflect the latest in brain-based theory and learning.

ED 579 Critical Thinking and Literacy (3)

This course will examine the scope of critical thinking habits of mind, skills and strategies. The infusion of critical thinking into all areas of literacy development will be studied and applied to required instructional modules designed.

ED 580 Models of Teaching and Instruction (3)

Defines good teaching as a process whereby an educator leads students through a planned curriculum. The teacher who is knowledgeable in a specific area will refine instructional skills such as selecting content; pacing instruction; creating an instructional climate; ensuring active participation; focusing students on task; using effective questioning techniques; and providing feedback and evaluation of student learning. The course requires educators to review curriculum and emphasizes the analysis of their own instructional practices in the classroom.

ED 581 Teaching Writing in the Elementary School (3)

This course will include topics such as writing development and research that is integral to the teaching of writing at the elementary school level. Conferencing skills used in the development and guidance of beginning writers will be studied. Practice in Writer's Workshop Model.

ED 582 Web Based Technology for Students with Disabilities (3)

In this course, students will develop an understanding of how to use the iPad to maximize learning for special education students in a variety of settings. Students will learn how to manage the accessibility features of the iPad and other tablets, add content to support students in general education classrooms, and create content to promote student engagement through digital media. Additionally, students will learn to evaluate and choose appropriate applications for students who need to develop communication skills, social skills, organizational skills, literacy and numeracy. Students will learn how to make informed decisions regarding implementation of the iPad or other tablet and associated apps.

ED 583 Literature for Adolescents (3)

This course will focus on young adult literature and effective ways in which this literature can be used at the middle school and high school levels. In addition, this course will focus on the evaluation and selection of print, non-print and electronic material appropriate for this age group.

ED 586 Resource Management in Higher Education (3)

An overview of the economics and finance of higher education in the United States, with a particular focus on analysis of financial policies and current issues at the national, state and institutional levels. Considers relationships between educational objectives and resource allocations, including strategic planning, patterns of expenditure, sources of income, outsourcing, capital funding, endowment management, and budget preparation.

ED 590 Curricula in a Multicultural Society (3)

Focuses on a multiethnic/multicultural curriculum with goals that are consistent with the needs of a global society. Educators become informed, active citizens capable of making reflective decisions in a world beset by momentous social and human problems. Educators learn how to solve social problems through responsible action, and develop a sense of political efficacy and the ability to influence public policy.

ED 598 Strategies for Curriculum Change and Development (3)

Provides an understanding of the processes of change and decision making in developing and implementing curriculum. The historical development of curriculum, how curriculum is organized, and the relationship between curriculum and instruction will be discussed. Educators will develop a written process for curriculum development, as well as a process for evaluating curriculum in order to ensure ongoing curriculum improvement. Educators will develop a comprehensive integrated curriculum guide including content, instructional methods, lesson plans, and assessment.

ED 599 Integrating Technology into Curriculum Design and Classroom Instruction (3)

Participants will learn to use and evaluate computer-based tools in educational environments. Included in this set of tools will be general productivity software, special purpose educational software, as well as innovative technology. Participants will develop their own portfolios of products and strategies displaying the use of such tools with students and other clients. Knowing how to access resources to maintain emergent technological literacy will be developed by participants.

ED 604 Capstone Internship 150 hours (3)

The internship is a supervised field experience in a setting consistent with individual interest that is designed to enhance students' professional capacities. Students will assume administrative responsibilities at a college, a university, or another higher education organization, under the supervision of an accomplished professional in the field.

ED 609 Assessment and Institutional Research (3)

An examination of theories, practices, and issues relevant to assessment of student outcomes and institutional effectiveness in higher education, including an overview of research, assessment, and evaluation; elements of assessment design, methods for data collection, and analysis; relevant ethical and political dilemmas; and practical assessment activities. Introduces policies and practices to support data-driven decision-making, emphasizing strategic mission, analysis, goals, objectives, implementation and evaluation.

ED 610 Educational Research I (3)

Guides students through the process of creating a research proposal for action research to be conducted in their school systems. This proposal will include a statement of the problem, a review of related literature, and a description of the methodology to be used in the study. As part of this process, students will develop an understanding of research procedures and analyze published research related to their topic of study. This course is graded as PASS/FAIL. **Prerequisite: At least 27 graduate credits.**

ED 611 Educational Research II (3)

Guides students through 1) the process of conducting an action research study and completing a thesis from the proposal developed in Educational Research I, or 2) the process of preparing a journal article suitable for publication. The thesis or article will present a defensible position on a matter of significance in the topic of study. Capstone projects will be published on the Web by ProQuest/UMI for a fee of \$110.00 billable by the Bursar during the semester the course is taken. **Prerequisite: ED 610.**

ED 613 Methods of Research for Learning Disabilities and Instructional Strategies based on Assessment (3)

This course represents a key course to individually assessing students with disabilities for graduate students acquiring the Learning Disabilities Teacher Consultant endorsement. The course will focus on methods of qualitative and quantitative research including: conceptualization, methodology, and analysis of a case-study research project during the Practicum. A study of research-based studies will be analyzed to engage the student in the above methodologies. A final project will include designing a case study and analytical report of findings. Remedial strategies for students with Learning Disabilities will be addressed with application to the assessment requirement of a student. Requirements for this final project are a final paper and oral presentation of the results. This course must be taken simultaneously with either ED 614 or ED 615. **Practicum courses (corequisite). Prerequisite: ED 559.**

ED 614 Practicum in LDT-C I (3)

This course begins the supervised field experience of the student with a multi-disciplinary Child Study Team during the Referral Process. It includes the identification, evaluation procedures and analysis of diagnostic results through administration of valid assessment instruments determining eligibility for Special Education and related services. The student will become involved in the observations, consultations, diagnostic assessment, instructional planning, remediation and collaboration as a member of the Child Study Team interacting with teachers, administration and parents. The above experience results will be incorporated in class discussions focusing on the specialized role of the LDTC during the entire Child Study Team referral process and its function in the educational domain. **(Minimum of 45 hours of supervised field experience with a mentor and an LDTC Caldwell University Supervisor.) Prerequisites: ED 522, ED 527, ED 530, ED 535, ED 540 (M.A. program also needs: ED 536, ED 539).**

ED 615 Advanced Practicum in LDT-C II (3)

This course is a continuation of the ED 614 LDTC Practicum I. During this practicum the student will have the continued opportunity to function as the LDTC on the Child Study Team under the continued mentorship of a certified Learning Disabilities Teacher consultant. Students will continue to apply the knowledge, skills and values learned throughout the specialized courses in this program. The focus will be on the understanding, diagnosis and assessment, and instructional planning for the education of students with disabilities incorporating the NJCCS mandates and proper placement of each student in the Least Restrictive Environment through collaboration between educational professionals and parents. The student will also participate in the development of the IEP and participate during the Determination of Eligibility IEP parental meetings and other Annual IEP parental meetings throughout the practicum. The outcomes will be discussed during class sessions. **(Minimum of 45 hours of field experience under LDTC supervisor.) Prerequisite: ED 614 AND co-requisite ED 610 or ED 611.**

ED 616 Quantitative and Qualitative Research for School Administrators (3)

This course provides students with the quantitative and qualitative research methodologies that will be needed to complete the problem-based inquiry project they will confront during their capstone courses (ED 686/687). The student will become familiar with ethnographic research, qualitative analysis, case study analysis, demographic data, enrollment projections, and research reports that include the above procedures. A series of identified scenarios will be provided to engage students in applying the acquired methodologies. These scenarios will require that data be compiled into a coherent report which reflects the effective application of the data in support of a recommendation(s).

Students will become acquainted with test construction and statistical measurements as applicable to the conduct and/or understanding of quantitative research. Ethical decision-making models will also be explored with a focus on the detailed analysis of practical problems in school administration. Students will understand case study and problem-based learning and the contrast between them. They will begin to formulate an action research topic with relevant research questions for their capstone project. **Prerequisite: At least 18 graduate credits.**

ED 617 Enrollment Management: Access and Retention (3)

An examination of enrollment management within colleges and universities, with an emphasis on current trends pertaining to recruitment and retention of students at all levels of higher education. Specific attention is given to effective leadership, recruitment, retention, institutional advancement, student services, and targeted communication. The application of technology to enrollment management is also considered.

ED 618 Seminar in Higher Education (3)

The seminar is designed to encourage the integration and synthesis of theories, concepts and themes in previous coursework; to critique research in the field; and to provide an opportunity for in-depth study of areas of particular student interest.

ED 625 Learning Theory Issues and the Developing Student (3)

Provides background and current research on learning theories, with particular emphasis on current brain research. Teachers will learn how to interpret brain research and use that information to provide brain compatible learning experiences. Students will also examine theories of development in order to provide developmentally appropriate learning experiences for their students.

ED 628 Supervised Practicum in Reading (3)

This course is the capstone course in the M.A. in Literacy Instruction program and requires the candidate to complete a minimum of 40 hours of reading/literacy teaching experience in a clinical or school setting. This practicum will be under the supervision of a cooperating reading specialist and a Caldwell University School of Education university supervisor. The student will be required to complete a reflective journal indicating areas of professional growth. **(40-hour field requirement)**

ED 630 Issues Facing Educators for the 21st Century (3)

Examines current issues affecting schools today and the effect those issues will have in the 21st century as the global information age develops. Education has a long history of conflicting ideas. An effort will be made to explore a collection of critical school issues by considering divergent views. A variety of speakers with experience in dealing with current issues will provide their perspective on a variety of topics. Students will question, analyze, and discuss these topics each week. Additionally, students will become familiar with several models of school reform. They will develop an understanding of the complexities of current issues and the implementation of school reform.

ED 635 Principles and Practices of Curriculum Development and Supervision in Subject Matter Areas (3)

Prepares students for the supervision of curriculum, instruction, and personnel in subject specific content areas. Students will be able to set goals, design instruction, plan programs, develop and evaluate learning materials, design and implement staff development, restructure staffing patterns and delivery systems for educational programs, and utilize State and National Standards in curriculum planning and assessment of student performance.

ED 641 Travel Experience (3)

Consists of specific education topics which will form the focus of an international study trip.

ED 650 Curriculum Leadership (3)

Provides an advanced study of effective curriculum leadership traits needed by urban and suburban school personnel. The demands of accountability as well as the strategies and techniques used for recasting curricula will be addressed. Curriculum leadership involves posing problems that challenge the apparent order in the school and classroom; reflection upon the assumptions, values and meanings of the activities found in the educational setting; and an assessment of the consequences in a process of critical inquiry about curriculum.

ED 670 General Principles of Staff Supervision: Theory and Practice in Educational Administration and Supervision (3)

Introduces students to the process of instructional supervision and models for implementation of the supervisory process. The course provides an overview of the relevant theory and research in supervisory theory and practice. Supervision as 'coaching' will be contrasted with traditional criterion models and clinical supervision. Data collection to provide feedback to teachers as a basis for instructional improvement will be demonstrated and simulated. Where possible undergraduates will be critiqued in person or through videotape as a source of supervisory experience. Legal requirements that circumscribe the supervision and evaluation process will be reviewed. Methods of addressing the needs of the unsuccessful teacher will also be presented.

ED 671 Foundations of Pre K-12 Administration and Curriculum Supervision (3)

This course introduces students to Pre K-12 school administration and curriculum supervision and provides an overview of the historical and research foundations of organizational and curriculum development theory. Using a problem-based approach, it develops an understanding of curriculum development practice grounded in the understanding of how school organizations work. This will include such topics as: the school as a social system, open systems theory, uses of power and authority, leadership theory, supervisory approaches, curriculum guidelines, and long range or strategic planning for curriculum and operational development.

ED 672 School Finance: Public and Private Funding (3)

Describes the current methods of funding education in the public sector and through various private or parochial school methods. Leads the student to also consider various supplemental funding sources, public and private. State and federally funded programs and their implications for various school organizations are explained. The Generally Accepted Accounting Procedures (G.A.A.P.) will be introduced and applied by the student. The various functions of a school business office will be explained and simulated. Sources of funding in the public and private sectors and overall governance of finances with considerations of accountability will be examined and understood.

ED 674 Education Law and Regulation (3)

Examines current statutes and recent case law in the field of education. New Jersey Administrative Code and State regulations are also studied. The student will be provided with a context for understanding and applying the controlling legal precedents to the school setting. Issues such as compulsory attendance, student and teacher rights, tort liability, first amendment, sexual harassment, civil rights, tenure rights, and other current legal matters and procedures will be studied. The relationship of statute, code, and regulations to contract stipulations will also be considered.

ED 675 Communications for School Leaders (3)

Develops the writing skills and styles needed by the school administrator to communicate effectively with the many publics who comprise the constituency of the schools. The student will learn the value of clear verbal and written expression and successful presentation styles. Expressing oneself to a variety of audiences in a manner which is suitable to their needs, interest, and abilities, as well as their right to know will be explained and modeled. Practical communication circumstances will be used whenever possible. The student will be shown how to communicate in a manner that will be most likely to gain support for initiatives and programs. Grant writing and the characteristics of a successfully framed proposal will be included. The role of modern technology in the communications of today's school leader will also be stressed.

ED 678 Managing Human and Material Resources (3)

Administering personnel policies, methods and techniques in both the public and private sectors. The student will also examine internal and external environmental influences, relevance to organizational structure, collective bargaining, tenure, affirmative action, recruitment, selection, induction, development appraisal, termination and legal parameters for all of the above. The course also addresses the process of budgeting for personnel and material resources needed to ensure the smooth operation of schools. Bidding requirements and practices for public and private sector administrators will be addressed. Purchasing practices, building renovations, capital projects, and the funding of such projects will comprise the subject matter of this course.

ED 680 Internship in Educational Administration (3)

This two semester intern experience is designed to engage the student in experiences to approximate functioning in the manner of the practicing professional principal. Students' intern experiences will be guided by a set of prescribed activities that engage him/her in instruction, supervision, school community, budget, cultural, and curriculum development. The internship will be supervised by university liaison personnel.

ED 681 Internship for School Administrator (3)

This 150-hour internship is designed to engage the candidate in experiences that approximate functioning in the manner of a practicing chief school administrator. Candidates' activities will engage them in concert with, or at the direction of, a certified school administrator during a period of at least 150 hours. Students will be required to record and have verified the dates and times of their activities. Verification will be signed by the mentor/school administrator and confirmed by the field supervisor. Candidates will engage in a range of activities that are representative of the typical role of a school administrator, including board of education activities, staff selection and supervision, community involvement, curriculum oversight, budget management, employee negotiations, professional development planning, and collaboration with other leadership personnel. The internship will require mentoring by experienced school administrators and supervision by university personnel with experience at the school administrator level.

ED 685 Leadership for the School Administrator: Role of the Superintendent in the 21st Century (3)

This course provides students insight into the roles, relationships and responsibilities of the school administrator. Emphasis will be placed on school district organization and governed relationships in federal and state government, administrative functions of the school board and central office staff. School organization and leadership strategies to affect district change; interpret data to promote academic achievement and communication skills for collaborative and transformative leadership in the school district.

ED 686 Problem-based Inquiry in Educational Administration I (3)

Students will become familiar with the language and techniques of inquiry into the problems associated with educational administration. Job-embedded situations will be analyzed, related literature examined and useful data will be gathered to lend insight that will seek to improve student learning. Improvement of students' performance will be the consistent focus of these inquiries. Part I of the course will address the defining of the problem, related literature to validate the problem's import, and selection of appropriate methodology.

ED 687 Problem-based Inquiry in Educational Administration II (3)

In this, the second part of the course, students engage in the data-collection process. It is their task to establish the relationship between the topic of the inquiry and the student performance data. A form for presenting the results of the inquiry in a technologically useful manner will be determined. Finally, the results of the inquiry will be presented, including the implications of the findings for the specific performance of students, and generally for all students. An audience of interested practitioners will be assembled for the presentations.

ED 698 Seminar in Special Topics (1-3)

Addresses current theoretical and practical issues in education which are not directly addressed by other courses. The course provides an opportunity for an in-depth understanding of particular education-related concerns and for consideration of the research associated with these topics. The focus of course is in part determined by faculty expertise and student requests.

ED 699 Independent Study (1-3)

Offers qualified students the opportunity to engage in individually designed, faculty-directed study that is relevant to the student's program but not available through the standard curriculum. By permission only.

EN 520 Structure of American English (3)

The course will study form and function in the systems of American English grammatical structure, including phonology, morphology, syntax, lexicon, semantics, and graphics, with particular emphasis on the frames of reference of those who learn English after having mastered a first language other than English. The course will include the historical development of these systems as well as their present state in Standard American English and a sampling of contemporary American dialects. The course will review traditional understanding of English grammar and explore the applications of structural and transformational grammar to the needs of adult learners of English.

ED 701 Policy Analysis and School Reform (3)

This course introduces students to recent theoretical work that connects the role of society, politics and economics to school reform. The historical connection of public education as a vital institution and its relationships to other institutions are analyzed. The role of social capital and its connection to social support, civic participation and political engagement are explored. Contemporary conditions of education and relationships between wider societal forces will be analyzed from varied perspectives. The students will cultivate a critical perspective to assess the process and practices in schooling and school reform.

ED 702/BU 702 Leadership Skill Development (3)

In the context of contemporary leadership theory students will develop skills to become a more effective leader, e.g., the art of listening, improving social intelligence, motivating followers, team building, assertiveness, increasing risk propensity, modeling, leading change and championing a vision, i.e., creating value for the customer with a great product/service, and communicating that vision. The seminar will be structured around readings, self-assessments, exercises and discussion.

ED 703 Statistics for Educational Research and Decision-making (3)

This course introduces students to statistical methods that can be applied to action research and decision-making in the educational setting. A statistical background is essential in order to analyze and understand research reports in the educational field. Statistical references highlight and give findings to most research reports and analysis of data. The curriculum leader must have an in-depth knowledge of the components data and the implication of findings. This course will encompass descriptive and inferential statistics in relation to the importance of perspective and application to decisions.

ED 704/BU 704 Organizational Leadership Applications (3)

Deals with proven classic theories and effective business practices. Examines current examples of organization success in a rapidly changing, highly competitive, international environment. Challenges student to apply concepts and offers opportunity to refine business skills and insights.

ED 705 Global Education and Leadership (3)

This course provides an introduction of the impact the process of globalization and the requirements needed for leadership in the institution of education. Topics include the comparison of education around the world, differing organization designs, and varied levels of communication that must be implemented in multicultural contexts. The focus is on the role of the leader to understand the changing environment and how this change influences operational and strategic issues. A global view of leadership will explore the diversity of the world's cultures and the complexity of changing educational needs.

ED 706 Testing, Measurement and Data Informed Decision-making (3)

This course emphasizes the use of multiple methods to assess student learning in K-12 setting. Students will analyze standardized assessments that are related to the national and state standards, as well as formative and summative assessments designed to indicate learning in the classroom. Analysis of assessment information to enhance teaching and address individual student learning needs is addressed. Emphasis is placed on standards-based instruction and assessment using the national and state content standards and assessments as reference points for designing assessments related to these standards. Theoretical framework and practical application will enhance the knowledge and ethical responsibilities to determine learning for all instructional leaders.

ED 707/BU 707 Communication for Educational Leaders (3)

This course will cover many different approaches to leadership by looking at contemporary leaders to study their strengths and weaknesses. Students will also determine the distinction between leadership and management and the pros and cons of different leadership styles. Building productive and effective leadership of diverse teams is a key skill for a leader. Assessing capabilities of developing successful team, and how to evaluate and increase the effectiveness of teams from an individual, a team and an organizational standpoint. Coaching is a skill that separates leaders from those not making the cut to senior leadership positions. Coaching styles need to be adaptive and how they can reflect the other side of two-way communications is covered. This course will be interactive; offer each student multiple self-assessments and unique development exercises; and, through conducting outside research, broaden one's understanding of key areas of executive development.

ED 708 Ethical Leadership and School Leaders (3)

This course explores legal and ethical issues that arise in schools. It provides school leaders with the knowledge necessary to understand and prevent legal problems and helps school leaders reflect on questions of educational policy and ethics. Candidates should gain an understanding of legal principles and interpretations of constitutional and statutory laws. There is a focus on the school based decision-making process at the local school level.

ED 709 Implications of Federal, State, and Local Economies and Politics on Education (3)

School districts are increasingly influenced by decisions made at federal, state, and local levels with regard to curriculum policy and financial decisions. This course focuses on historical and current aspects of school control and the politics and ideologies that have framed today's schools. Students will also understand how the global federal and state mandates have affected schools in the 21st century. Coupled with political ties to today's schools, students will examine how national, state and local economies have affected decisions made regarding policy and implementation of laws. Students will understand that schools are evolutionary and reflect the society to which they belong.

ED 710 School Safety and Security for K-12 School Leaders (3)

This course emphasizes the critical component of security and safety in the American Public Schools. Topics will include the most current proactive measures to protect the safety and security of all students and staff members. Students will analyze the most current protocols for federal, state and local regulations regarding this issue. Students will explore best practices, NJ Security Drill and Regulation Law, Gang Awareness, Anti-Bullying policies, Internet Safety and Pandemic, Mental and related health issues. Students will also understand the role of Crisis Intervention and Emergency Management response and the community roles that involve the Chain of Command during a crisis. Policies such as visitors, vendors, school transportation, vehicle access and parking and delivery access will be included.

ED 711 Legal Perspectives and Labor Relations (3)

This course examines labor relations and collective bargaining in the public sector and builds on the knowledge that students have gained in an educational law course. Analysis of major issues in public sector collective bargaining and current and historical legal issues with expertise of day-to-day operations within school districts will be addressed, namely: a) history of public sector bargaining; b) the legal, economic and social underpinnings of bargaining; c) the scope of bargaining; d) the administration of the collective negotiations agreement; e) impasse mechanisms and f) the relationship between the public employer, the union, the individual employee and the public. This course will address federal, state and local bargaining structures and while a multi-jurisdictional format will be used, emphasis will be placed upon statutes, institutions and practices that are relied upon in the state of New Jersey. The class will include a mock collective bargaining exercise and a mock grievance-arbitration exercise in which students will assume the roles of management and union representatives.

ED 712 Navigating Special Education and Legal Problems (3)

The course is designed to develop the school leader with skills and practices to manage conflicts in special education issues and navigate the legal guidelines for students and school districts. Conflict management and mediation theories will be explored to help teams in the school setting to bring consensus to the needs of the child among the district, school personnel and family members. The themes for conflict resolution will include: (a) building relationships; (b) listening reflectively; (c) developing and maintaining trust; (d) defining the problem; (e) controlling the emotional pitch; (f) equalizing the power base; and (g) utilizing third parties.

ED 713 Special Education Personnel and District Administration Personnel (3)

In this course students will examine the function, organization, and roles in the supervision of personnel of special needs children. Students will align these practices in accordance with federal, state, and local laws and initiatives. Budgeting and financial options for children with special needs within a school district also will be addressed. In addition, students will analyze the supervisory role in assisting in the coordination and collaboration between special education teachers and general education teachers for effective instruction. Aligned with these issues, students will examine the roles of the building principal in conjunction with special education personnel to best serve children with special needs.

ED 714 Public/Private Administration K-12 (3)

Private schools have always been an alternative to public schooling. This course examines private school administration through examining school leadership, governance and boards of trustees, finances and budgeting, curriculum and instruction, faculty, students, and parents. The role and responsibilities of the headship will also be analyzed in these constructs. Finally, this course focuses on the challenges faced by private schools today and the many alternatives included in the term private schools (charters, religious, independent and home schools). Finally, the evolving role of the headship will be analyzed.

ED 715 Managing Special Education Programs and Creating Partnerships (3)

This course will emphasize that administrators develop schools that are aware that all students should be held to high standards of learning both in general education and special education. Exploration into these efforts will highlight and articulate what all students should know and be able to do and have a special emphasis concerning the participation of students with disabilities in accountability systems. Themes of collaboration and communication will be emphasized for the school leader to develop partnerships with general education, special education and outside agencies. The collaboration will explore shared problem solving and finding solutions as a process. Effective communication will be discussed as a critical component of forming partnerships with outside agencies as well as school psychologists and social workers throughout the referral and placement process.

ED 716 Technology Based Learning and Management Systems (3)

This course focuses on technology integration research, planning, implementation, and evaluation at various levels (e.g., individual instructor, course, program and organizational levels, etc.). Through a variety of learning activities, learners in the course will explore various aspects of technology integration.

ED 717 Organization, Governance and Finance in Higher Education (3)

In this course students will examine the structure of higher education institutions including universities, public and private, and the community college system. University governing bodies that include financial, legal, curriculum and faculty committees will be addressed through their organization and involvement. Students will also understand the function and roles of administration at the higher education level. In addition, with rapidly changing demographics, students will integrate theory and practice with policy analysis to address future planning needs of the American University while remaining aligned with a school's mission.

ED 718 Student Affairs and Enrollment Management in Higher Education (3)

This course provides insight and understanding of the governance of higher education in the United States with exploration of different models of and types of higher education. Background into the scope and diversity of constituents served as well as the roles and functions of administrative units within the institution. Students explore the role of external agencies that influence administration of colleges and universities and become familiar with critical issues related to the practice of higher education and student affairs and enrollment management.

ED 719 Higher Education and Teaching (3)

This course provides opportunities for students to explore and analyze the components of adult learning in the 21st century. Historical context of teaching and learning will be compared with varied structures for effective teaching and learning in the higher education setting. Students will explore effective pedagogy in the higher education setting and create syllabi that include experiences that enhance teaching, learning and assessment. Emphasis will be focused on creating class experiences that are aligned with content standards and use of technology in a brain compatible classroom setting.

ED 730 Theoretical Research (3)

The course introduces students to the role theoretical frameworks play in practice-based research. Students introduced to foundational theories in educational research. They have an opportunity to learn how these theories have been used to understand problems of practice in varied K-12 and/or higher educational settings. Furthermore, students have an opportunity to begin to research and select a theoretical framework that best matches their own research interests. As a culminating activity, the students will create their own problem statement that would lead their dissertation research.

ED 731 Comparative Research (3)

This course is designed to give students the tools to conceptualize their theses in terms of research questions and design, methodology, data collection and qualitative analysis. In doing so, this course focuses more narrowly on the issues, problems, and strategies related to “small-N” qualitative research, for the most part setting aside the techniques of large-N statistical analysis, which are best taught in a separate course. Students will read and discuss texts related to theory formation and hypothesis testing; creating proxies and measurement; descriptive and causal inference; longitudinal, comparative and case study research; field data collection; working with texts and analyzing qualitative data; and, finally, dissertation write-up. This course is divided into four main parts focusing on the following topics: (1) the goals of social science and elements of research design; (2) selection and application of different methodologies for conducting research; (3) collection of primary and secondary data on the field; and (4) analysis and synthesis of qualitative data in the dissertation-writing process.

ED 732 Statistics II (3)

This course continues the study of statistics using multivariate research and analysis that can be applied to action research and decision making in the educational setting. Topics include multiple regression, analysis of covariance, repeated measures, logistic regression, and factor analysis. A statistical background is essential in order to analyze and understand research reports in the educational field. Statistical references highlight and give findings to most research reports and analysis of data.

ED 733 Advanced Qualitative Research (3)

This course will introduce participants to the characteristics and various approaches to designing and conducting qualitative research projects in education. Students will gain hands-on experience in various qualitative methods and analysis techniques while carrying out a research project related to their area of interest.

ED 740 Dissertation Research I: Process and Product (3)

This course will introduce and outline the dissertation process. The student will also be acquainted with the format and contents of the finished product. Writing experiences that simulate the kind of academic writing expected of the student for approval of a dissertation will be provided. The student will become oriented to use of the APA Publication Manual and the Dissertation and Theses databases. This course is graded as PASS/FAIL.

ED 741 Dissertation Research II (3)

This is the second half of a year-long sequence of courses that prepares students to understand, interpret, evaluate, and design qualitative and quantitative research as well as develop the ability to select and use appropriate research methods. This course is graded as PASS/FAIL.

Prerequisite: ED 740.

ED 742 Dissertation Proposal Seminar (3)

This course offers guidance, supervision, and support for students at early stages of the dissertation process. Students will prepare their research projects for IRB review, outline the literature review, begin a 2-3 page introduction for the literature review, and then continue in further stages of the writing process based on student need. In addition, the instructor(s) will align each student with a first reader who will oversee the entire dissertation process. Conferencing throughout the course will occur with student and instructor(s) to assist students. This course is graded as PASS/FAIL.

ED 743 Dissertation Research III (3)

This course is a continuation of ED 741. Students will continue the process of writing and collecting data for their dissertations. In addition, students will begin analyzing and interpreting data. If ready, students will begin the process of organizing their defense as discussed in the Caldwell University Doctoral Program Handbook. The writing of this dissertation will be in the format of the American Psychological Association (APA) style guide. The final product will be suitable for dissemination through professional research conferences and/or research journals. This course is graded as PASS/FAIL.

ED 744 Dissertation Research IV (3)

This course is a continuation of ED 743. Students will continue writing, analyzing, and interpreting data and discussing the implications of the findings. If ready, students will begin the process of organizing their defense as discussed in the Caldwell University Education Doctoral Program Handbook. The writing of this dissertation will be in the format of the American Psychological Association (APA) style guide. The final product will be suitable for dissemination through professional research conferences and/or research journals. This course is graded as PASS/FAIL.

ED 745 Dissertation Continuation (0)

This course is a continuation of ED 742. Students will take the course if they need additional time to complete their dissertation. The course can be taken repeatedly. This is a 0 credit course; however, payment is equal to a 3-credit course. This course is graded as PASS/FAIL.

School of Psychology and Counseling

Thomson J. Ling, Ph.D., Associate Dean

Emma Kendrick, Ph.D., LPC, Mental Health Counseling Program, Coordinator

Stacey Solomon, Ph.D., LPC, School Counseling Program

Annette Vaccaro, Ed.D., LCSW, SCP, ATR-BC, ACS, ATCS, Interim Mental Health/
Art Therapy Coordinator

GRADUATE PROGRAMS IN COUNSELING

A central component of Caldwell University's counseling programs is the integration of spirituality throughout their coursework. In this context, students are prepared to competently consider the many aspects of the lives of their future clients.



All master's program specializations are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

ACADEMIC OPTIONS

M.A. in Counseling

- Mental Health Counseling Specialization
- Mental Health Counseling Art Therapy Specialization – AATA Approved
- School Counseling Specialization

Combined B.A. in Psychology/M.A. in Counseling

Post-Graduate M.A. in Art Therapy

Post-Master Director of School Counseling

Post-Master Professional Counselor Licensing Credits

Post-Master School Counseling Specialization

M.A. IN COUNSELING WITH MENTAL HEALTH COUNSELING SPECIALIZATION – CACREP-ACCREDITED



The M.A. in Counseling with Mental Health Counseling Specialization is a rigorous 60-credit degree program which prepares students to effectively function as clinical mental health counselors in a variety of human service settings. Graduates of this program will hold a master's degree that satisfies fully the coursework requirements for licensure in New Jersey as a Professional Counselor. In addition, the program fulfills CACREP Standards for Clinical Mental Health Counselors. This program requires that students complete prescribed coursework, practicum and internship experiences, and must pass a written and oral comprehensive examination. The program particularly emphasizes a cognitive-behavioral theoretical orientation, and the coursework accentuates this approach. While other theoretical perspectives are studied as well, students in this program gain a strong conceptual and practical cognitive-behavioral understanding.

ADMISSION REQUIREMENTS

Note – *The application deadlines for the M.A. in Counseling with Mental Health Counseling Specialization are: April 1 – Summer; June 1 – Fall; December 1 – Spring Semesters*

- A minimum undergraduate GPA of 3.2
- Bachelor's-level coursework in psychology, accruing at least 15 credits, including Psychological Statistics, Experimental Psychology, and Psychopathology, and two from among the following: General Psychology, Personality Theory, Human Development (Child, Adolescent, or Adult Development) with an earned grade of at least a B in each
- Official undergraduate and graduate transcripts
- Writing sample: Submission of a research-based paper of 5-10 pages that was previously submitted in an undergraduate or graduate counseling or psychology course. APA style preferred.
- Two letters of recommendation for graduate study, preferably from former professors or current employer
- Personal interview with the program coordinator and/or participation in a group interview

PROGRAM REQUIREMENTS

Mental Health Counseling Specialization (60 credits)

In order for students to initiate and continue their studies effectively and to satisfy all prerequisites, they should consult the **Student Course Planning Guide** within the Graduate Counseling Student Handbook. In addition, Program Coordinators can provide guidance and will establish advisement days each semester prior to registration.

Required Courses (24 credits)

- CPS 510 Research Methods and Statistics
- CPS 545 Legal and Ethical Issues in Counseling
- CPS 557 Counseling Theory and Practice
- CPS 613 Techniques of Individual Counseling
- CPS 633 Career Counseling
- CPS 653 Multicultural Counseling
- CPS 663 Group Counseling: Dynamics and Practice
- CPS 667 Lifespan Development

MH Specialization Requirements (18 credits)

- CPS 520 Introduction to Mental Health Counseling
- CPS 535 Biopsychology
- CPS 562 Assessment Measures in Counseling
- CPS 577 Diagnosis and Treatment of Psychopathology
- CPS 647 Counseling and Spirituality
- CPS 673 Foundations of Brief Counseling

Required Practicum/Internship Experiences (9 credits)

- CPS 590 Counseling Practicum – 3 credits (*Prerequisites indicated on Practicum Application*) **AND**
- CPS 688a Counseling Internship I – 3 credits
- CPS 688b Counseling Internship II – 3 credits
- OR**
- CPS 690a Counseling Internship I – 2 credits
- CPS 690b Counseling Internship II – 2 credits
- CPS 690c Counseling Internship III – 2 credits

Electives (9 credits) with advisement

- CPS 525 Personality Theories
- CPS 619 Counseling Practice Seminar: Cognitive and Behavior Theories
- CPS 621 Crisis Interventions in Counseling
- CPS 623 Marriage and Family Counseling
- CPS 627 Psychopharmacology for Mental Health Professionals
- CPS 637 Substance Abuse Counseling
- CPS 643 Counseling Children and Adolescents
- CPS 657 Issues of Grief in Counseling
- CPS 670 Principles of Counselor Supervision
- CPS 677 Sexual Issues in Counseling
- CPS 689 Advanced Seminar in REBT
- CPS 699 Special Topics in Counseling

Practicum/Internship Screening Requirements

The practicum and internships are the culminating experiences in counselor education, allowing students to apply classroom learning to real world concerns. Success in these courses is a requirement for graduation. The Clinical Coordinator or Program Coordinator can assist in identifying practicum/internship sites. Some placement sites require health and other screening for the protection of vulnerable populations. A criminal background check and drug screening may be required within 30 days of placement in some facilities. All screenings are the student's responsibility.

Transfer of Graduate Credit

Caldwell University may accept the transfer of up to six credits of relevant graduate work in counseling, provided the credits were completed within five years of the student's graduate registration at Caldwell University and had earned a grade of B or better. Official transcripts of previous graduate work as well as the catalog description of such courses must be submitted for review at the time of application. Approval of transfer credit is based on course content and the grade earned in the course. Each request for transfer credit will be reviewed by the Program Coordinator.

STATEMENT OF OUTCOMES ASSESSMENT

Successful candidates for the M.A. in Counseling with Mental Health Counseling Specialization must demonstrate a professional manner and aptitude and a demonstrated ability to integrate theory and practice in their coursework, including the successful completion of a three-credit supervised counseling practicum experience, followed by six-credits of internships.

The Academic Capstone of the program is a two-part comprehensive examination in the form of a case study supported by peer-reviewed research. A written treatment plan for an assigned counseling case is reviewed by two faculty readers. If the case study is found acceptable, the student is invited to an oral defense with the faculty readers. In general, students should be able to demonstrate the following in the comprehensive exam:

- An understanding of the fundamental principles of mental health counseling, including diagnosis and evidence-based treatment methodologies, individual and group process, human development, psychopathology, the role of culture, gender, spirituality, and the biopsychosocial bases of behavior, etc.
- An understanding of counseling research, including experimental, quasi-experimental, and non-experimental designs, particularly as they pertain to treatment of mental/emotional disorders.
- The ability to read, evaluate and utilize reports of psychological and counseling research.
- An ability to write clearly about counseling concerns and treatment and to communicate effectively.

M.A. IN COUNSELING WITH MENTAL HEALTH COUNSELING ART THERAPY SPECIALIZATION – CACREP-ACCREDITED; AATA-APPROVED



The M.A. in Mental Health Counseling Art Therapy Specialization is a uniquely designed 63-credit interdisciplinary program that prepares students to effectively function as mental health counselors and art therapists in a variety of human service settings. The program integrates the practice of art therapy within the mental health counseling model, reflected in educational philosophy, course readings and course content. The program is accredited by the Council for Accreditation of Counseling and Related Educational Program (CACREP) and fulfills coursework requirements for licensure in New Jersey as a Professional Counselor and CACREP Standards for Clinical Mental Health Counselors. The program is also approved by the American Art Therapy Association (AATA) and fulfills coursework requirements for registration as an art therapist with AATA and licensure as a Professional Art Therapist (LPAT) in NJ.

Graduate coursework is a combination of didactic and experiential teaching methods, allowing students to successfully blend theory and practice. The program requires that students complete prescribed coursework, practica and internship experiences, and pass a written and oral comprehensive examination.

ADMISSION REQUIREMENTS

Note – *The application deadlines for the M.A. in Mental Health Counseling with Art Therapy Specialization are: April 1 – Summer; June 1 – Fall; December 1 – Spring Semesters*

- A completed application (on paper or online)
- A minimum undergraduate GPA of 3.2
- 15 credits in Psychology including Psychological Statistics, Experimental Psychology, Psychopathology, Human Development and either General Psychology OR Personality Theory with at least a B in each
- 18 credits in studio art including drawing, painting, and three-dimensional work with at least a B in each
- Official undergraduate/graduate transcripts
- Writing sample: Submission of a research-based paper of 5-10 pages that was previously submitted in an undergraduate psychology, graduate counseling or art therapy course. APA style preferred.
- Art portfolio of 10-15 pieces, slides, or digital copies evidencing proficiency in different media
- Two letters of recommendation, preferably from former professors or current employer
- Personal and group interviews required

PROGRAM REQUIREMENTS

Mental Health Counseling Art Therapy Specialization

(63 credits)

In order for students to initiate and continue their studies effectively and to satisfy all prerequisites, they should consult the **Student Course Planning Guide** within the Graduate Counseling Student Handbook. In addition, Program Coordinators can provide guidance and will establish advisement days each semester prior to registration.

Required Courses (48 credits)

- CPS 510 Research Methods and Statistics (3)
- CPS 520 Introduction to Mental Health Counseling (3)
- CPS 545 Legal and Ethical Issues in Counseling (3)
- CPS 562 Assessment Methods in Counseling (3)
- CPS 577 Diagnosis and Treatment of Psychopathology (3)
- CPS 633 Career Counseling (3)
- CPS 667 Lifespan Development (3)
- CAT 501 History and Development of Art Therapy (3)
- CAT 507 Art Therapy Methods in Counseling (3)
- CAT 509 Cultural and Social Diversity (3)
- CAT 514 Theory and Application I (3)
- CAT 515 Theory and Application II (3)
- CAT 607 Art-based Assessment in Counseling (3)
- CAT 612 Treatment of Children and Adolescents (3)
- CAT 614 Professional Practice (3)
- CAT 617 Group Process (3)

Required Clinical Experience (9 credits — 800 hours)

- CPS 590 Counseling Practicum (3)
- CAT 601 Internship I (1)
- CAT 602 Internship II (1)
- CAT 603 Advanced Internship I (2)
- CAT 604 Advanced Internship II (2)

Electives (6 credits with advisement)

- CAT 510 Treatment of Trauma (3)
- CAT 615 Spirituality in Counseling for Art Therapists (3)
- CPS 535 Biopsychology (3)
- CPS 613 Techniques in Individual Counseling (3)
- CPS 619 Counseling Practice Seminar: Cognitive and Behavior Theories (3)
- CPS 621 Crisis Interventions in Counseling
- CPS 627 Psychopharmacology for Mental Health Professionals (3)
- CPS 637 Substance Abuse Counseling (3)
- CPS 657 Issues of Grief in Counseling (3)
- CPS 673 Foundations of Brief Counseling (3)
- CPS 677 Sexual Issues in Counseling (3)
- CPS 689 Advanced Seminar in Rational Emotive Behavior Therapy (3)
- CPS 699 Special Topics in Counseling (3)

Practica/Internship Screening Requirements

Practica and internships are the culminating experience in both counselor and art therapy education, preparing students to apply classroom learning to real world concerns. Success in these courses is a requirement for graduation. To protect vulnerable populations, some placement sites require health and other screening.

To qualify for full admission and continue in the counseling program, students must supply all required health information within their first semester. Criminal background and drug screening may be required in some facilities. All screenings are the student's responsibility; the Clinical Coordinator will assist students in identifying and securing practicum/internship sites.

Transfer of Graduate Credit

Caldwell University may accept the transfer of up to six credits of graduate work in counseling, art therapy, or a closely related field, provided the credits were completed within five years of the student's graduate registration at Caldwell. Official transcripts of previous graduate work as well as the catalog description of each course must be submitted for review at the time of application. Approval of transfer credit is based on course content and grade earned in the course, which should be a B or better. Each request for transfer credit will be reviewed by the Program Coordinator.

STATEMENT OF OUTCOMES ASSESSMENT

In order to complete the Master's program, students must demonstrate a professional presentation and aptitude and an ability to integrate theory and practice by successfully completing a three-credit supervised counseling practicum experience, followed by a six-credit internship sequence.

The Academic Capstone of the program is a two-part comprehensive examination in the form of a case study supported by peer-reviewed research. The case study provides students with the opportunity to fully integrate counseling and art therapy perspectives and practice. A comprehensive written treatment plan for an assigned counseling/art therapy case is submitted to two faculty readers. If the case study is found acceptable, the student is invited to an oral defense with a committee of faculty members. In general, students should be able to demonstrate the following in the comprehensive exam:

- An understanding of the fundamental principles of mental health counseling and art therapy practice, including diagnosis, assessment, evidence-based treatment, individual and group process, human development, psychopathology, the role of culture, gender, family, spirituality, and the biopsychosocial bases of behavior, etc.
- An understanding of how the creative process and visual arts promote wellness, healing and therapeutic change
- An understanding of appropriate use of art-based assessments, interventions and media as applicable to the treatment process
- A recognition of how client imagery, symbolism and metaphor communicate thoughts and feelings, challenges and strengths and support growth and well-being
- An understanding of counseling and art therapy research as they pertain to treatment of mental/emotional disorders.
- An ability to write clearly about assessment and treatment and to communicate concerns effectively.

M.A. IN COUNSELING WITH SCHOOL COUNSELING SPECIALIZATION – CACREP-ACCREDITED



The M.A. in Counseling with School Counseling Specialization prepares qualified individuals who wish to pursue the profession of counselor in school settings. Upon completion of the program, students will have met the NJ Department of Education (DOE) requirements for the credential, Certified School Counselor.

The program is designed to prepare students to work within the guidelines of the American School Counselor Association (ASCA)'s "National Model: A Framework for School Counseling Programs." Graduates of this master's program may also take an additional 12 credits to satisfy the educational requirements for the credential of New Jersey Licensed Professional Counselor. They are also eligible to take the additional 12 credits to meet the educational requirements for the New Jersey Department of Education Certification for the Director of School Counseling Services.

ADMISSION REQUIREMENTS

Note – The application deadlines for the M.A. in Counseling with School Counseling Specialization are: April 1 – Summer; June 1 – Fall; December 1 – Spring Semesters

- A minimum undergraduate GPA of 3.2
- Bachelor's-level course work in psychology, education, or a closely related field and successful completion of a statistics course.
- Official undergraduate and graduate transcripts
- Submission of either the GRE general test or the Miller Analogies Test (MAT) is optional
- Writing sample: Submission of a research-based paper of 5-10 pages that was previously submitted in an undergraduate or graduate course. APA style preferred. At the discretion of the Coordinator, other subject matter and/or formatting may be considered if the candidate has limited access to coursework.
- Two letters of recommendation for graduate study, preferably from former professors or current employer
- Personal or group interview

PROGRAM REQUIREMENTS

School Counseling Specialization (48 credits)

In order for students to initiate and continue their studies effectively and to satisfy all prerequisites, they should consult the **Student Course Planning Guide** within the Graduate Counseling Student Handbook. In addition, Program Coordinators can provide ongoing guidance and will establish advisement days each semester prior to registration.

Required Core Courses (24 credits)

- CPS 505 College and Career Counseling for School Counselors
 CPS 510 Research Methods and Statistics
 CPS 545 Legal and Ethical Issues in Counseling
 CPS 557 Counseling Theory and Practice
 CPS 613 Techniques of Individual Counseling
 CPS 653 Multicultural Counseling
 CPS 663 Group Counseling: Dynamics and Practice
 CPS 667 Lifespan Development

School Counseling Specialization Requirement (9 credits)

- *Professional Identity (3 credits)*
 CPS 500 Introduction to School Counseling
- *Testing and Evaluation (3 credits)*
 CPS 560 Assessment Measures and Practices in Schools
- *Psychology Course (3 credits)*
 ED 522 Application of Special Education Law for Students with Disabilities

Sociological Foundations (3 credits)

- CPS 570 The School Counselor and Community Resources

Required Practicum/Internship Experiences (9 credits)

- CPS 590 Counseling Practicum – 3 credits (*Indicated on Practicum Application*)

AND

- CPS 688a Counseling Internship I – 3 credits
 CPS 688b Counseling Internship II – 3 credits

OR

- CPS 690a Counseling Internship I – 2 credits
 CPS 690b Counseling Internship II – 2 credits
 CPS 690c Counseling Internship III – 2 credits

Electives (3 credits with advisement)

- CPS 619 Counseling Practice Seminar: Cognitive Behavior Therapy
 CPS 623 Marriage and Family Counseling
 CPS 637 Substance Abuse Counseling
 CPS 643 Counseling Children and Adolescents
 CPS 647 Counseling and Spirituality
 CPS 657 Issues of Grief in Counseling
 CPS 673 Foundations of Brief Counseling
 CPS 689 Advanced Seminar in Rational Emotive Behavior Therapy
 CPS 699 Special Topics in Counseling

Practicum Screening Requirements

The practicum and internships are the culminating experience in counseling education, preparing students to apply classroom learning to real world concerns. Success in these courses is a requirement for graduation. The Program Coordinator or Clinical Coordinator can assist in identifying practicum/internship sites. Some placement sites require health or drug screenings and/or criminal background checks. All screenings are the student's responsibility.

Transfer of Graduate Credit

Caldwell University may accept the transfer of up to six credits of graduate work in counseling, or a closely related field, provided the credits were completed within five years of the student's graduate registration at Caldwell University. Official transcripts of previous graduate work as well as the catalog description of each course must be submitted for review at the time of application. Each request for transfer credit will be reviewed by the Program Coordinator. Approval of transfer credit is based on course content and the grade earned in the course, which should be a B or better.

STATEMENT OF OUTCOMES ASSESSMENT

Successful candidates for the M.A. in Counseling with School Counseling Specialization must demonstrate professional aptitude and an ability to integrate theory and practice by completing a three-credit supervised counseling practicum experience, followed by six-credits of internships, working in a school setting.

The academic capstone of the program is a two-part comprehensive exam in the form of a case study. A written treatment plan for an assigned counseling case is submitted to two readers. If the case study is found acceptable, the student is invited to an oral presentation with a committee of faculty members. In general, students should be able to demonstrate the following in the comprehensive exam:

- An understanding of the fundamental principles of school counseling, including counseling approaches, learning, individual behavior, personality, group processes, human development, psychopathology (abnormal behavior) and the role of culture, gender, and spirituality, among other areas.
- Ability to read and evaluate reports of counseling and psychological research and statistical measures, particularly as they pertain to counseling and its outcomes.
- Ability to write clearly about case content and to be able to communicate it effectively.
- Ability to articulate the school counselor's role in the context of the case.
- An understanding of the selection and implementation of appropriate methods of assessment and evaluation.

COMBINED B.A. IN PSYCHOLOGY/ M.A. IN COUNSELING (Available in All Specializations)

Highly qualified undergraduate psychology majors at Caldwell University may take advantage of the opportunity to pursue their M.A. in Counseling in an accelerated manner through the combined degree program. The structured B.A./M.A. program combines the existing B.A. in Psychology or the double major B.A. in Psychology and B.A. in Art (Art Therapy Concentration) with the M.A. in Counseling. It is designed for students who have established a record of excellence at the undergraduate level. This program is available for all three counseling specializations: Mental Health Counseling Specialization, School Counseling Specialization, and Mental Health Counseling Art Therapy Specialization. Acceptance into the program will allow up to 12 graduate credits to be "double-counted." That is, credits will count towards both the B.A. in Psychology or the double major in Psychology and Art (Art Therapy Concentration) and later, the M.A. in Counseling. The student pays undergraduate tuition for graduate courses taken prior to completing the bachelor's degree. The credits will be double-counted and designated as "applicable to the graduate degree" only after the student receives the bachelor's degree, matriculates into and completes the M.A. in Counseling program. That designation will be canceled if the student withdraws from graduate study before completing the master's program. In which case, Caldwell University will only count the credits towards the student's undergraduate degree.

ADMISSION REQUIREMENTS

- Applicants must have a grade point average of at least 3.3 and must maintain that GPA throughout the bachelor's part of the program. Grades below B in required graduate-level courses will necessitate that the student retake that course. If a grade below B is earned in an elective graduate-level course, the student may either retake the course or take another graduate-level course in substitution. Students are permitted to take only one graduate course per semester while still an undergraduate. Under special circumstances, a student may be permitted to take two graduate courses, but only with the approval of the Graduate Program Coordinator.
- Applicants must have completed at least 60 undergraduate credits before they may be admitted to the B.A./M.A. program
- Students may apply in the semester prior to the one during which they intend to begin the program
- Undergraduate psychology majors and art/psychology double-majors with an art therapy concentration must have taken at least three of the master's program undergraduate prerequisite courses in psychology prior to being accepted into the combined program
- Required courses in the undergraduate psychology major, some of which are prerequisites to entering the master's programs, may not be substituted

Mental Health Counseling – For those undergraduate students with a psychology major who wish to pursue the Mental Health Counseling Specialization, completed courses should include:

- PS 208 Psychological Statistics
- PS 213 Writing in Psychology
- PS 402 Experimental Psychology
- PS 309 Psychopathology

Two courses from the following:

- PS 150/207 General Psychology
- PS 232 Psychology of Personality
- One course in human development

School Counseling Specialization – Students who wish to pursue the School Counseling Specialization should have completed these courses (or their equivalents, if the student has transferred to Caldwell University):

- PS 208 Psychological Statistics
- PS 213 Writing in Psychology
- PS 402 Experimental Psychology
- One course in human development

Mental Health Counseling with Art Therapy Specialization – Students in the double major in psychology and art with art therapy concentration who wish to pursue the Mental Health Counseling with Art Therapy Specialization should have completed these courses (or their equivalent if the student has transferred to Caldwell University):

- PS 150/207 General Psychology
- PS 208 Psychological Statistics
- PS 213 Writing in Psychology
- PS 232 Psychology of Personality
- PS 309 Psychopathology **OR**
- PS 201 Human Growth and Development **OR**
- PS 211 Child Psychology
- AT 230 Intro to Art Therapy*
- AR 111 Drawing*
- AR 113 2D Design*
- AR 118 3D Design

**or their equivalent if the student has transferred to Caldwell University*

Applicants to all areas of specialization must have a grade point average of at least 3.3 and must maintain that GPA throughout the bachelor's part of the program. Grades below B in required graduate-level courses will necessitate that the student retake that course. If a grade below a B is earned in an elective graduate-level course, the student may either re-take the course or take another graduate-level course in substitution. Students are permitted to take one graduate course per semester while still an undergraduate. Under special circumstances, a student may be permitted to take two graduate courses, but only with the approval of the Graduate Program Coordinator, Department Chair, and Director of Graduate Studies.

Applicants should submit two letters of recommendation from undergraduate psychology and/or art faculty (forms are provided with the application). Students must submit a graduate application form and submit as a writing sample a graded paper, preferably from an art or psychology course, written according to APA format. The Office of Graduate Studies will print the applicant's Caldwell transcript.

PROGRAM REQUIREMENTS

Undergraduate elective courses may be substituted with graduate courses as follows:

Substitutions for ALL Combined B.A. in Psychology/ M.A. in Counseling tracks:

Students may fulfill program requirements or elective requirements with advisement from the list below. Note that the undergraduate courses which are prerequisites to the graduate program may not be substituted:

Waive or In Place of (Undergraduate) Substitute (Graduate)

PS 201 Human Growth and Development CPS 667 Lifespan Development

PS 410 Special Topics CPS 699 Seminar in Special Topics

OR

CPS 621 Crisis Interventions in Counseling

PS 330 Psychology of Addiction

CPS 637 Substance Abuse Counseling

Additional Substitutions for Combined B.A. in Psychology/M.A. in Counseling with the Mental Health Counseling Specialization track:

Waive or In Place of (Undergraduate) Substitute (Graduate)

PS 304 Biopsychology CPS 535 Biopsychology

PS 310 Career Counseling CPS 633 Career Counseling

PS 313 Counseling Psychology CPS 520 Introduction to Mental Health
Counseling

PS 318 Cross-Cultural Psychology CPS 653 Multicultural Counseling

PS 319 Psychological Testing CPS 562 Assessment Methods
in Counseling

PS 326 Cognitive Psychology CPS 673 Foundations in Brief Counseling

Additional Substitutions for Combined B.A. in Psychology/M.A. in Counseling with the Mental Health Art Therapy Specialization track:

Waive or In Place of (Undergraduate) Substitute (Graduate)

PS 310 Career Counseling CPS 633 Career Counseling

PS 319 Psychological Testing CPS 562 Assessment Methods
in Counseling

AT 310 Art Therapy Methods CAT 507 Art Therapy Methods

AT 320 Art Therapy in Practice CAT 501 History and Development of
Art Therapy

Note: Students in this program may also take one additional CAT Graduate course as an elective *with advisement*

Additional Substitutions for Combined B.A. in Psychology/M.A. in Counseling with the School Counseling Specialization track:*Waive or In Place of (Undergraduate)*

PS 310 Career Counseling

PS 313 Counseling Psychology

PS 318 Cross-Cultural Psychology

Substitute (Graduate)

CPS 505 College and Career Counseling

CPS 500 Introduction to School
Counseling

CPS 653 Multicultural Counseling

POST-GRADUATE M.A. IN ART THERAPY

This program is intended for professionals who already hold an M.A. in Counseling or a closely related mental health field and who are interested in pursuing a career in art therapy. Graduate art therapy courses fulfill the educational requirements for registration as an Art Therapist through the American Art Therapy Association and align with the laws for licensure as a Professional Art Therapist (LPAT) in NJ. Graduates will need additional hours of supervised clinical work to qualify.

ADMISSION REQUIREMENTS

- M.A. in Counseling or a closely related field, demonstrating a 3.0 cumulative GPA or better
- 18 credits in studio art, to include at least one class in drawing, painting, and three dimensional work
- 12 graduate or undergraduate credits in counseling or psychology, to include General Psychology, Personality Theory, Human Development, and Psychopathology
- Official graduate transcript(s)
- One letter of recommendation
- Personal Interview and portfolio review
- Art portfolio of 10-15 pieces, slides, or digital copies evidencing proficiency in different media

PROGRAM REQUIREMENTS (36 credits)

Required Courses (24 credits)

- CAT 501 History and Development of Art Therapy (3)
- CAT 507 Art Therapy Methods (3)
- CAT 509 Cultural and Social Diversity (3)
- CAT 514 Theory and Application I (3)
- CAT 515 Theory and Application II (3)
- CAT 607 Art-based Assessment (3)
- CAT 612 Treatment of Children and Adolescents (3)
- CAT 614 Professional Practice
- CAT 617 Group Process (3)

Required Internship Experience (6 credits — 700 Hours)

- CAT 601 Internship I (1)
- CAT 602 Internship II (1)
- CAT 603 Advanced Internship I (2)
- CAT 604 Advanced Internship II (2)

Sample Electives (6 credits with advisement)

- CPS 510 Research Methods (3)
- CPS 590 Counseling Practica (3)
- CAT 510 Treatment of Trauma
- CAT 615 Spirituality in Counseling for Art Therapists (3)
- CAT 698 Seminar in Special Topics (1-3)
- CPS 613 Techniques of Individual Counseling (3)

- CPS 621 Crisis Intervention in Counseling (3)
- CPS 627 Psychopharmacology (3)
- CPS 637 Substance abuse counseling (3)
- CPS 657 Issues of Grief in Counseling (3)
- CPS 673 Foundations of Brief Counseling (3)
- CPS 677 Sexual Issues in Counseling (3)
- CAT 698 Seminar in Special Topics (1-3)
- CPS 699 Special Topics in Counseling (3)

**Additional Courses are applicable with advisor approval*

Transfer of Graduate Credit

Caldwell University may accept the transfer of up to six credits of graduate work in counseling, art therapy or a closely related field, provided the credits were completed within five years of the student's graduate registration at Caldwell University. Official transcripts of previous graduate work as well as the catalog description of each course must be submitted for review at the time of application. Each request for transfer credit will be reviewed by the Program Coordinators. Approval of transfer credit is based on course content and grade earned in the course, which should be a B or better.

STATEMENT OF OUTCOMES ASSESSMENT

In order to complete the Post-Master's program, students must demonstrate a professional presentation and aptitude and an ability to integrate theory and practice by successfully completing a six-credit supervised internship sequence.

The academic capstone of the program is a two-part comprehensive exam in the form of a case study. This will be completed during the student's final art therapy practicum experience (CAT 604). The first part involves a written treatment plan for an art therapy case generated from the practicum site with an actual client; the second involves an oral defense/presentation of the case to a committee of art therapy faculty members. Specifically, students should be able to demonstrate the following:

- An understanding of the fundamental principles of art therapy practice, including diagnosis, assessment, evidence-based treatment, individual and group process, human development, psychopathology, the role of culture, gender, family, spirituality, and the biopsychosocial bases of behavior, etc.
- An understanding of how the creative process and visual arts promote wellness, healing and therapeutic change
- An understanding of appropriate use of art-based assessments, interventions and media as applicable to the treatment process
- A recognition of how client imagery, symbolism and metaphor communicate thoughts and feelings, challenges and strengths and support growth and well-being
- An understanding of art therapy research, including experimental, quasiexperimental, and non-experimental designs, particularly as they pertain to treatment of mental/emotional disorders
- An ability to write clearly about assessment and treatment and to communicate concerns effectively

POST-MASTER DIRECTOR OF SCHOOL COUNSELING

This program is designed for individuals who wish to pursue the New Jersey credential of Director of School Counseling Services. This endorsement qualifies the holder to serve as a director, administrator, or supervisor of school counseling services in grades PK-12.

The New Jersey Department of Education requires that applicants for this credential have a master's degree, school counselor certification, and three years successful experience as a school counselor. The Caldwell University Post-Master program meets the state-mandated requirements for graduate coursework in the areas of administration, staff supervision, and curriculum development. (For more information on state requirements, consult www.nj.gov/njded/code/current/title6a/chap9.pdf, Subchapter 13.7.)

ADMISSION REQUIREMENTS

- New Jersey School Counselor certification or an equivalent out-of-state certification
- Master's or higher degree from an accredited college or university
- Three years successful experience as a school counselor in grades PK-12
- Letter of recommendation from appropriate school professional
- Official graduate transcript(s)
- Personal interview with the program coordinator

PROGRAM REQUIREMENTS (12 credits)

- ED 650 Curriculum Leadership (3)
ED 671 Foundations of Pre-K–12 Administration and Curriculum Supervision (3)
ED 674 Education Law and Regulation (3)
CPS 670 Principles of Counselor Supervision (3)

POST-MASTER PROFESSIONAL COUNSELOR LICENSING CREDITS

This program is intended for those who hold a master's degree and who require additional graduate credits in order to be eligible for the credential, Licensed Professional Counselor (LPC) in New Jersey. According to the N.J. Professional Counselor Licensing Act, to become a Licensed Professional Counselor, a candidate must have achieved a graduate degree in counseling and as part of the graduate study, successfully completed a minimum of 60 graduate semester hours, 45 of which must be distributed across eight of nine designated areas.

Individuals who have earned a master's degree in Counseling, but who have not earned the requisite 60 credit hours or who have not met the appropriate distribution requirements for professional licensure, may apply for admission to this program. Academic programs for these students are developed based on a review of and conformity to APA Style the individual candidates' official graduate transcript(s). The Program Coordinator will assist each candidate in planning for the completion of areas/courses needed to satisfy educational requirements for licensing in New Jersey.

ADMISSION REQUIREMENTS

- A completed application
- Master's degree in Counseling or related field
- Official graduate transcript(s)
- One letter of recommendation
- A personal interview with the program coordinator

Post-Master applicants who completed M.A. in Counseling at Caldwell University

- Request of the registrar that their graduate transcript be sent to the Office of Graduate Admissions
- Participate in an individual interview with the Program Coordinator in order to plan future coursework

These applicants may omit:

- Letter of recommendation

POST-MASTER SCHOOL COUNSELING SPECIALIZATION

This program is intended for professionals with an M.A. in Counseling or a closely related field. Students will take the courses they need to meet the requirements to obtain a School Counselor Certification from the New Jersey Department of Education, including a practicum experience in a school setting.

Academic programs for these students are developed based on a review by the New Jersey Department of Education of their official graduate transcript(s). Those interested should apply directly through the New Jersey Department of Education Website (<https://www.nj.gov/education/educators/license/>). Once a review of the applicants transcripts has been completed by the NJDOE, the program coordinator and candidate will identify areas/courses needed to satisfy educational requirements for certification in New Jersey. For mandated areas and course distributions, see the program requirements for the M.A. in Counseling with School Counseling Specialization.

ADMISSION REQUIREMENTS

- Master's degree
- Official graduate transcript(s)
- One letter of recommendation
- Personal interview with the program coordinator

Post-Master applicants who completed an M.A. in Counseling at Caldwell University

- Request of the registrar that their graduate transcript be sent to the Office of Graduate Admissions
- Participate in an interview with the Program Coordinator in order to plan future coursework

These applicants may omit:

- Letter of recommendation

Mental Health Counseling with Art Therapy Specialization Course Descriptions

CAT 501 History and Development of Art Therapy (3)

Surveys the historical evolution of the art therapy profession from its roots in psychoanalytic thought to its present-day applications. Focuses on contributions of major art therapy theorists, psychological aspects of creativity, and the continuum from art as therapy to art psychotherapy.

CAT 507 Art Therapy Methods in Counseling (3)

Offers the student the opportunity to interact experientially with a wide variety of media in order to understand the relationship between media choice and the needs of varying client populations. Techniques of practice, preparation of a therapeutic environment, and development of sensitivity to the unique properties of materials will be included.

CAT 509 Cultural and Social Diversity (3)

Explores the understanding and competence necessary for counseling with diverse individuals and groups and their application to art therapy. A variety of issues including culture, ethnicity, age, socioeconomic status, physical challenge, and gender will be explored. Diverse approaches to visual representation and symbolism will be examined.

CAT 601 Internship in Mental Health Counseling Art Therapy I (1)

Prerequisite: CPS 590.

CAT 602 Internship in Mental Health Counseling Art Therapy II (1)

Prerequisite: CAT 601.

CAT 603 Advanced Internship in Mental Health Counseling Art Therapy I (2)

Prerequisite: CAT 602.

CAT 604 Advanced Internship in Mental Health Counseling Art Therapy II (2)

The Practica/Internship sequence for the Mental Health Counseling with Art Therapy Specialization requires completion of five courses, for a total of nine (9) credits with 802 hours required at the site; 404 hours in direct client contact. These include: 1. **CPS 590 Counseling Practicum** (foundation counseling skills, 100 hours) 2. **CAT 601 Internship in Mental Health/Art Therapy** (site and setting focus, 117 hours) 3. **CAT 602 Internship in Mental Health/Art Therapy II** (Group Process Focus, 117 hours) 4. **CAT 603 Advanced Internship in Mental Health/Art Therapy** (Individual Mental Health Counseling/Art Therapy Focus, 234 hours) 5. **CAT 604 Advanced Internship in Mental Health/Art Therapy II** (Professional Development Focus, 234 hours). These courses reflect increasing levels of responsibility for the student over five semesters. In the academic year prior to the Practicum, students attend an orientation to the Practicum and Internship to discuss the program requirements. A GPA of 3.0, completion of 21 prerequisite courses and recommendation by the academic advisor are required to enter this phase of academic coursework. The program clinical coordinator then assists the student in selecting, interviewing and accepting a placement for clinical work.

CAT 607 Art-based Assessment in Counseling (3)

Covers the selection, administration and interpretation of assessment tools designed for the use of art therapists in various clinical settings. Discussion of testing procedures, observational skills, and participation in treatment team evaluations will be included. **Prerequisites:** CAT 501, CAT 505, CAT 507.

CAT 612 Counseling with Children and Adolescents for Art Therapists

This course examines approaches specific to the treatment of children and adolescent using art therapy within a counseling framework. Developmental concepts, art therapy assessment techniques, children/adolescents with disabilities, cultural and environmental influences, and standards of practice will be addressed. **Prerequisites:** CAT 501, CAT 507.

CAT 615 Spirituality in Counseling for Art Therapists (3)

Explores the role and impact of values, spirituality and religious beliefs in counseling and art therapy with emphasis on the spiritual aspects of creativity in psychological well-being and healing. Students learn to assess and work with clients' belief systems in the counseling and art-making process and explore parallels between art-making and spiritually based healing rituals. **Prerequisite:** CAT 501.

CAT 617 Group Process (3)

Examines the theory, dynamics, development, and various models of group therapy in counseling and their application to art therapy. Students will learn via didactic lectures and experiential group exercises. **Prerequisites:** CAT 501, CAT 505, CAT 507.

CAT 620 Advanced Seminar in Art Therapy (3)

This course provides information on advanced levels of art therapy practice. Coursework concentrates on content areas and current trends that enhance and supplement student learning beyond basic graduate art therapy coursework. **Prerequisites:** CAT 607, CAT 617.

CAT 640 Advanced Studio in Art Therapy (3)

Offers the opportunity to work at an advanced level in an art studio setting. Through the use of art-making, readings, critiques and writing, this experiential class will advance students' self-awareness of emotional responsiveness, as well as clarify psychological influences that art materials provide. The art-making process leads to clearer assessment and intervention strategies and to better understanding of the metaphors and marks of symbolic language.

Counseling Course Descriptions

CPS 500 Introduction to School Counseling (3)

Introduces students to the profession of counselor in a school setting, the history of this profession, its current trends, challenges, ethical issues, and the scope of a school counselor's work. The course of study proceeds within the context of domains identified in the American School Counselor Association's National Standards for School Counseling: Academic, Career, and Personal/Social. This course introduces the requirements of CACREP Core Standards and the Program Standards for School Counseling.

CPS 505 College and Career Counseling for School Counselors

This course is designed to provide students with knowledge and theory in career counseling, while addressing the specific needs of school counselors. Specialized areas in School Counseling such as college advisement and admissions, scholarship search and the financial aid process, as well as meeting the requirements of the Core Curriculum Content Standards as set forth by the New Jersey Department of Education are central to the professional role of school counselors and will be addressed in this course. Students will be given assignments that are similar to the career education and counseling tasks of school counselors, such as creating and facilitating classroom guidance lessons, small group activities and individual career/college advisement.

CPS 510 Research Methods and Statistics (3)

Focuses on the application of a systematic and empirical approach to the study of counseling. Topics will include: scientific method, pseudoscience, types of experimental research, variable definition, validity threats, control strategies, experimental design, ethical issues, how to present research, statistical application, and additional material. Students engage in discussion, conduct relevant empirical research, and write research reports in the American Psychological Association format (APA).

CPS 520 Introduction to Mental Health Counseling (3)

An in-depth introduction to the history, roles, functions, and relationships of mental health counselors. Course content is set in the context of the ACA and AMHCA Codes of Ethics and counselors' work is understood as well in the unique needs associated with culture, spirituality, gender, and other defining client characteristics. Emphasis is likewise given to the importance of counselor self-care. The course introduces the requirements of CACREP Core Standards and the Program Standards for Clinical Mental Health Counseling.

CPS 525 Theories of Personality (3)

Focuses on an in-depth study of the historical development of personality theories, including psychodynamic, phenomenological and cognitive perspectives. Students will examine primary works and other relevant literature which contributes to an understanding of various perspectives on personality development.

CPS 535 Biopsychology (3)

An advanced overview of the physiological processes relating to human behavior. Topics include the central nervous system, neurotransmitter and neurohormonal functioning, the biological bases for emotions, perception, motivation and brain disorders.

CPS 545 Legal and Ethical Issues in Counseling (3)

Examines the various legal constraints and ethical principles related to the roles, responsibilities and credentialing of counselors in private practice, agencies, schools, etc. In addition to emphasis on the ACA Code of Ethics, students learn to use the codes of ethics of their program specializations (AMHCA, ASCA, AATA) in order to become competent ethical decision-makers.

CPS 557 Counseling Theory and Practice (3)

Examines theoretical and practice dimensions of major therapeutic approaches. The course explores the early history of counseling and psychotherapy, its foundations and impact on current practice. Building upon the early traditions and models, content will concentrate on the more modern person-centered, reality therapy, cognitive and behavioral approaches to counseling. Use of research, application to cases and role-playing will illustrate the approaches under consideration.

CPS 560 Assessment Measures and Practices in Schools (3)

This course, designed for School Counseling students, examines the theory, development and applications of psychological, educational and occupational tests. Students will become familiar with intelligence, achievement and ability tests, personality assessments, and career interest instruments and will learn to administer them with confidence and competence. The course also considers theoretical concepts such as the reliability and validity of tests. **Prerequisites: CPS 500, CPS 545.**

CPS 562 Assessment Methods in Counseling (3)

This course, designed for Mental Health Counseling and Art Therapy students, features an overview of individual and group approaches to formal and informal modes of assessment employed by professional counselors. Course participants will evaluate instruments, practice interpreting results, and demonstrate knowledge of psychometric properties. **Prerequisite: CPS 545.**

CPS 570 The School Counselor and Community Resources (3)

Addresses the reality that in today's complex society, school counselors do not work in isolation in their service to students and their families with a variety of needs. In the context of this course, students will examine the agencies, organizations and resources present in local communities as well as strategies for forming positive relationships with them on behalf of students and their families.

CPS 577 Diagnosis and Treatment of Psychopathology (3)

This course is a study of abnormal psychological processes across the lifespan including behavior, etiology, symptomology, diagnosis, assessment, and treatment planning. Students are prepared to use the DSM-5 and other appraisal measures and tools for understanding and responding to client needs in varying settings. **Prerequisites: CPS 667, and either (a) CAT 501 or (b) CPS 613 and CPS 557.**

CPS 590 Counseling Practicum (3)

Requires a minimum of 100 supervised hours gaining practical counseling experience in a professional setting. Students will gain knowledge and practice in the performance of the work of counselors, providing direct service in agencies, hospitals, or schools. Success in the Practicum is a requirement for graduation. Weekly class meetings provide input and group supervision by faculty and a shared learning process. Prior to initiating this course, students will be informed of practicum policies and will indicate their agreement to uphold practicum standards. A *Practicum/Internship Manual* is available online and every student should download that document. Each student obtains professional liability insurance from the university and secures an additional policy usually through their professional associations (ACA, ASCA, AATA). Students are responsible to comply with site requirements for health screening or background checks. **Advisor approval is required.**

CPS 613 Techniques of Individual Counseling (3)

An examination of and practice in the process and techniques of individual counseling with adolescents and adults. Students learn and exercise a variety of intervention strategies, tailored to the counselor's role in particular settings as well as clients' developmental level and needs. The full range of treatment from Intake to Termination provides the basis for learning about counseling at every stage. **Prerequisites:** CPS 545, and either (a) CPS 500 or (b) CPS 520.

CPS 619 Counseling Practice Seminar: Cognitive and Behavior Theories (3)

An intensive course designed to develop significant skill in the use of Cognitive and Behavior theories in counseling. Students will develop a repertoire of competencies for using these theoretical orientations in their work with clients in schools, agencies, and private practice. The use of cases, role-playing, and other strategies will facilitate the employment of the strategies emanating from these counseling orientations. **Prerequisites:** CPS 557, CPS 613.

CPS 621 Crisis Interventions in Counseling (3)

An examination of and practice in counseling roles, responsibilities, and responses to crisis, behavioral emergencies, disaster, or other trauma-causing events. The course reviews current theories and knowledge with regard to suicide, violence, disasters, substance use, legal and ethical issues of crisis counseling, and other current crisis counseling topics. Application of theory and knowledge to the practice of crisis intervention, psychological first aid, and suicide prevention and management are explored and practiced.

CPS 623 Marriage and Family Counseling (3)

Examines theoretical models and current best practice in marriage and family counseling. Students are introduced to the specific techniques and skills associated with major approaches, including cognitive behavioral, systems theory, and solution-focused interventions. Observation of expert therapists and in-class practice facilitate understanding of these modalities.

CPS 627 Psychopharmacology (3)

Provides an overview of psychopharmacological interventions, including discussions of drug action and interaction, tolerance, side effects, dependency and withdrawal. Emphasis is placed upon medications commonly prescribed for the treatment of various forms of mental illness. The course will also include an examination of the counselor's role in educating clients about pharmacological issues.

CPS 633 Career Counseling (3)

Undertakes the study of career development theories, career decision-making, career assessment, and occupational and labor market information, as well as basic strategies and instruments utilized by counselors in assisting individuals toward making appropriate career choices. Activities designed to assist clients at all developmental levels and in various settings provide students with practice in helping others in their career development and choices.

CPS 637 Substance Abuse Counseling (3)

Studies the phenomenon of addiction (including its psychology, biology, pharmacology) and the treatment of substance abuse. Students will become familiar with a variety of substances of abuse and their effect on the lives of users as well as the impact on others. Currently accepted interventions are studied and practiced.

CPS 643 Counseling Children and Adolescents (3)

Studies the particular assessment and therapeutic skills used when working with children and youth in response to a variety of presenting concerns. Among the topics addressed will be the importance of building rapport and the use of play therapy, art and projective techniques specifically designed for children and teens. Consideration of the role of family is an integral part of learning to work with young people.

CPS 647 Counseling and Spirituality (3)

Explores the role and impact of values, spirituality and religious beliefs in counseling. The relevance and power of client beliefs as they may relate to presenting concerns and the role of utilizing the client's spirituality in the counseling process are explored. Counselor values and spiritual development are examined and recognized as a factor in counselor effectiveness.

Prerequisite: CPS 557.

CPS 653 Multicultural Counseling (3)

Explores the theories and competence necessary for counseling with diverse individuals and groups, including the influences of history, culture, gender, sexual identity, religion, socioeconomic status and race. Students will examine their own culture, assumptions about human behavior, biases, and personal experience and learn strategies for developing appropriate and sensitive interventions with culturally diverse clients. Students will conduct an in-depth study of a culture different from their own.

CPS 657 Issues of Grief in Counseling (3)

Reviews major theoretical perspectives on death and dying at various life stages and levels of understanding. The course provides an introduction to the research literature on the bereavement process and on resilience. Students will examine as well the impact of various experiences of loss on the individual and their effect on other persons significant to them. Student research, case studies and in-class practice will facilitate skill development.

CPS 663 Group Counseling: Dynamics and Practice (3)

Examines theories of small-group dynamics and membership, and the various roles counselors play in diverse group models, according to the makeup of the group, its setting, and its goals/purposes. Topics include group structure, development of norms, conflict resolution, roles, therapeutic factors and dimensions of group leadership. A significant aspect of this course is found in students' ongoing participation in a group experience. Additional experiential exercises in which students learn group leadership skills are conducted throughout the course.

Prerequisites: CPS 557, CPS 613.

CPS 667 Lifespan Development (3)

Using theory and research regarding human development from infancy through old age, the course examines the impact of life events, developmental factors, and abilities, and their implications for individuals, families, and for counselors and art therapists. While this broader scope provides the context for the course as a whole, a selective focus on childhood and adolescence is emphasized for students preparing to be school counselors. Research projects reflect and enhance students' chosen emphases and professional goals.

CPS 670 Principles of Counselor Supervision (3)

This course will address Counseling Services Supervisors' many roles, carried out in an age of accountability. In addition to the traditional responsibilities of administration, education, and expressive supportive functions, students will explore multiple elements integral to a supervisor's job functions including the identification of service needs, advocacy, the importance of building and maintaining various professional relationships, as well as the ethical, legal, and political dimensions critical to success as a supervisor is a commitment to self-management. This course is limited to students who have successfully completed the Practicum and two Internship courses.

Prerequisite: CPS 688b or CAT 604.

CPS 673 Foundations of Brief Counseling (3)

Provides grounding in current brief therapeutic approaches to treatment of individuals, couples and families. The course reviews major theorists including Beck, Ellis, Budman, Strupp, and Meichenbaum. Application of theory to case conceptualization and creating a treatment plan within a brief model are explored and practiced. **Prerequisites:** CPS 557, and either (a) CPS 500 or (b) CPS 520.

CPS 677 Sexual Issues in Counseling (3)

An overview of the range of human sexual behavior, with emphasis upon issues of sexuality as they arise in the context of counseling. Students will explore their own comfort level regarding sexual matters and recognize the importance of developing attitudes and skills that will facilitate their work with individuals and couples in the counseling relationship.

**CPS 688a and 688b Counseling Internship I and II (3 credits each) OR
CPS 690a, 690b, and 690c Counseling Internship I, II, and III (2 credits each)**

Once the three-credit practicum experience has been completed, students will pursue a six-credit internship including six hundred clock hours in one or more supervised settings that reflect their professional goals (mental health or school setting). The setting shall provide an advanced level of supervised counseling experience. Students will gain practice in performing the work of counselors, providing direct service. The internship courses presume increased responsibility and ongoing practical experience in the counseling profession – in agencies, hospitals, or schools and success in the internship is a requirement for graduation. Weekly class meetings provide group supervision by faculty and a shared learning process. Each student obtains professional liability insurance from the university and secures an additional policy usually through their professional associations (ACA, ASCA, AATA). Students are responsible for complying with site requirements for health screenings and/or background checks. Advisor approval required.

Prerequisites for CPS 688a: CPS 590, CPS 663; Prerequisite for CPS 688b: CPS 688a; Prerequisites for CPS 690a: CPS 590, CPS 663; Prerequisite for CPS 690b: CPS 690a; Prerequisite for CPS 690c: CPS 690b.

CPS 689 Advanced Seminar in Rational Emotive Behavior Therapy [REBT] (3)

Provides students with an in-depth understanding of the theory and applied techniques of REBT. Topics include basic principles of REBT, assessment and diagnosis, rational-emotive in-session therapeutic strategies, use of homework assignments, socialization of the client to the REBT model, and counseling issues such as transference, countertransference, and termination. Students gain practice in developing skill in utilizing the REBT model. **Prerequisites: Either (a) CAT 505 or (b) CPS 557 and CPS 613.**

CPS 699 Special Topics in Counseling (3)

Addresses current theoretical and practical issues in counseling which cannot be addressed in depth by other courses. The course provides an opportunity for a comprehensive understanding of particular counseling concerns (e.g., eating disorders, sexual assault, suicide, crisis management, etc.) and for consideration of the research associated with these topics, as well as preferred interventions. The focus of course may in part be determined by current counseling practices, faculty interest and choice and/or student requests.

BOARD OF TRUSTEES AND TRUSTEES EMERITI 2018-2019

Board of Trustees

Laurita Warner, Chair
 Linda Luciano, Ed.D., Vice Chair
 Kathleen M. Barabas, Secretary
 Sister Patrice Werner, O.P.
 Nancy H. Blattner, Ph.D., OPA
 Brian J. Aloia, Esq.
 Sister Mary Lou Bauman, O.P.
 Harry C. Beatty, Esq.
 Elizabeth C. Berman
 Maureen T. Bezer
 Stanley P. Borowiec
 Olga E. Bradford, Esq.
 Lisa M. Bromberg, Esq.
 Sister Donna Ciangio, O.P.
 Edward R. Collins
 William R. Deeter
 Kenneth J. Gilmore
 Rhonda L. Graber
 Sister Mary John Kearney, O.P.
 Frank LeCates
 Sister Mary Eileen O'Brien, O.P., Ph.D.
 William B. O'Brien
 Patrick J. Osinski, Esq.
 Robert G. Purdy
 Sister Luella Ramm, O.P.
 Mark A. Reda
 Mary Sellitto-Curcio
 Sister Patricia Tavis, O.P.

Trustees Emeriti

Helen Westervelt
 Alexander Giaquinto
 Sister Arlene Antczak, O.P.

PRESIDENT'S CABINET

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

Joseph J. Posillico, C.P.A., M.B.A.
Senior Vice President

Kevin Boyle, M.B.A.
Vice President for Development and Alumni Affairs

Barbara J. Chesler, Ed.D.
Vice President for Academic Affairs

Tom Dybick
Interim Chief Financial Officer

Sheila N. O'Rourke, M.S.
Vice President for Institutional Effectiveness

Sister Kathleen Tuite, O.P., M.A., Ed.S.
Vice President for Student Life

Graduate Faculty

Kevin M. Barnes/Assistant Professor of Education

B.A. The College of William and Mary
M.A. Rutgers University
Ed.D. Rutgers University

Bonnie Berkowitz/Instructor

B.A. TCNJ
M.A. Montclair State College

Ann Marie Callahan/Professor of Business

B.S. Seton Hall University
M.S. Seton Hall University, C.P.A.
M.B.A. St. Peter's University

Ellina Chernobilsky/Professor of Education

B.S. Upsala College
M.A.T. University of Memphis
Ph.D. Rutgers University

Christina Clark/Assistant Professor, Psychology and Counseling

B.S. The College of William and Mary
M.S. Old Dominion University
Ph.D. Old Dominion University

Walter Cmielewski/Professor of Education

B.S. Seton Hall University
M.A. Montclair State University
M.A. Seton Hall University
Ed.D. Seton Hall University

Natashia Collins/Instructor, Psychology and Counseling

B.A. William Paterson University
M.A. Caldwell University

Ruth DeBar/Professor of Applied Behavior Analysis

B.A. Temple University
M.S. Northeastern University
Ph.D. The Ohio State University

Francine Del Vecchio/Professor of Education

B.A. Rutgers University
M.A. Montclair State University
Ed.D. Teachers College, Columbia University

Meghan Deshais/Assistant Professor of Applied Behavior Analysis

B.A. University of Vermont
M.Ed. University of Massachusetts
Ph.D. University of Florida

John W. Hannum/Assistant Professor of Education

B.A. Seton Hall University
M.A. Seton Hall University
Ed.D. Rutgers University

Joanne Jasmine/Professor of Education

B.A. Rutgers University
Ed.M. Teachers College, Columbia University
Ed.D. Teachers College, Columbia University

Emma Kendrick/Associate Professor of Psychology and Counseling

B.S. Monmouth University
M.B.A. Fairleigh Dickinson University
Ph.D. Walden University

Thomson J. Ling/Professor of Psychology and Counseling; Associate Dean, School of Psychology and Counseling

B.A. University of Maryland
M.A. University of Maryland
Ph.D. University of Maryland

Sharon Maricle/Assistant Professor of Education

B.A. Trinity College
M.A. William Paterson College
Ed.D. Seton Hall University

Helen Antoniou McGowan/Assistant Professor of Business

B.S. University of Maryland
B.A. University of Maryland
J.D. Seton Hall University, School of Law

Joan H. Moriarty/Professor of Education; Associate Dean, School of Education

B.A. Immaculata College
M.A. Caldwell University
Ed.S. Seton Hall University
Ed.D. Seton Hall University

Alvin Neiman/Professor of Business

B.S. Fairleigh Dickinson University
M.B.A. Seton Hall University, C.P.A.

Bernard C. O'Rourke/Associate Professor of Business and CIS

B.A. University College, Dublin
 M.B.A. Fordham University
 J.D. King's Inn Law School, Dublin

Kenneth F. Reeve/Professor of Applied Behavior Analysis

B.A. Queens College
 Ph.D. CUNY Graduate Center

Sharon A. Reeve/Professor of Applied Behavior Analysis

B.A. Fairleigh Dickinson University
 M.A. Queens College
 Ph.D. CUNY Graduate Center

Edith Dunfee Ries/Professor of Education

B.S. College of New Jersey
 M.A. Seton Hall University
 Ed.D. Rutgers University

Virginia H. Rich/Professor of Business; Associate Dean, School of Business and CIS

B.S. Le Moyne College
 M.A. Fairleigh Dickinson University
 J.D. Wake Forest University

Kathy Shoemaker/Assistant Professor of Psychology and Counseling

B.A. Thomas Edison College
 M.A. Seton Hall University
 Ph.D. Montclair State University

Tina Sidener/Professor of Applied Behavior Analysis, Chair, Department of Applied Behavior Analysis

B.A. Biola University
 M.A.T. Western Michigan University
 Ph.D. Western Michigan University

Stacey Solomon/Professor of Psychology and Counseling

B.A. Rider University
 M.A. Kean University
 Ph.D. University of Virginia

Monika Sywak/Assistant Professor, School of Business and CIS

B.S. University of Connecticut
 M.B.A. Sacred Heart University
 D.B.A. Welch College of Business, Sacred Heart University

Arnold Toffler/Professor of Computer Science

B.A. Lehigh University
 M.A. University of Pennsylvania
 M.P.A. University of Pennsylvania

Sherri Treasurywala/Assistant Professor of Business

B.S. Arizona State University
M.B.A. Cornell University
Ph.D. Arizona State University

Annette Vaccaro/Assistant Professor of Psychology and Counseling

B.A. Seton Hill College
M.S. Eastern Virginia Medical School
M.S.W. New York University
Ed.D. Argosy University

Jason C. Vladescu/Associate Professor of Applied Behavior Analysis

B.S. Syracuse University
M.A. Central Michigan University
Ph.D. Central Michigan University

TELEPHONES

The main number for Caldwell University is 973-618-3000.

Vice President for Academic Affairs

Barbara J. Chesler, Ed.D.
973-618-3919; bchesler@caldwell.edu

Associate Vice President for Academic Affairs for Graduate and Online Studies and for Faculty Growth

Ellina Chernobilsky, Ph.D.
973-618-3951; echernobilsky@caldwell.edu

PROGRAM COORDINATORS

M.B.A.

M.S. in Accounting

Ann Marie Callahan, M.S., M.B.A., C.P.A., C.G.M.A.
973-618-3656; amcallah@caldwell.edu

Graduate Programs in Counseling

M.A. in Counseling – Mental Health Counseling Specialization

Post-Master Professional Licensing Program

Emma L. Kendrick, Ph.D., LPC, ACS
973-618-3947; ekendrick@caldwell.edu

M.A. in Counseling – Mental Health Counseling/

Art Therapy Specialization

Post-Graduate M.A. in Art Therapy

Annette Vaccaro, Ed.D., LCSW, SCP, ATR-BC, ACS, ATCS
973-618-3938; avaccaro@caldwell.edu

M.A. in Counseling – School Counseling Specialization

Post-Master School Counseling Specialization

Stacey Solomon, Ph.D., LPC
973-618-3387; ssolomon@caldwell.edu

M.A. in Applied Behavior Analysis

Sharon Reeve, Ph.D., BCBA-D
973-618-3315; sreeve@caldwell.edu

Post-Master Non-Degree Program in Applied Behavior Analysis

Ph.D. in Applied Behavior Analysis

Kenneth Reeve, Ph.D., BCBA-D
973-618-3639; kreeve@caldwell.edu

Ed.D./Ph.D. in Educational Leadership

Joan H. Moriarty, Ed.S., Ed.D.
973-618-3394; jmoriarty@caldwell.edu

Joanne Jasmine, Ed.D.
973-618-3610; jjasmine@caldwell.edu

M.A. in Curriculum and Instruction

Post-Master ESL

Joanne Jasmine, Ed.D.
973-618-3610; jjasmine@caldwell.edu

**M.A. in Educational Administration/OCLD
Post-Master Supervisor Certification
Post-Master Principal Certification
Post-Master Superintendent Certification**

Kevin Barnes, Ed.D.

973-618-3642; kbarnes@caldwell.edu

**M.A. in Literacy Instruction
Post-Master Reading Specialist Certification**

Francine Del Vecchio, Ed.D.

973-618-3416; fdelvecchio@caldwell.edu

Post-Baccalaureate Teacher Certification

Walter Cmielewski, Ed.D.

973-618-3205; wcmielew@caldwell.edu

**M.A. in Special Education
Special Education Certification**

Sharon Maricle, Ed.D.

973-618-3403; smaricle@caldwell.edu

M.A. in Higher Education

John Hannum, Ed.D.

jhannum@caldwell.edu 973-618-3609

Office of Graduate Studies

E-mail: gradstudies@caldwell.edu

Mailing Address: Office of Graduate Studies
120 Bloomfield Avenue
Caldwell, NJ 07006

Phone: 973-618-3951

Office of Graduate Admissions

Fax: 973-618-3640

E-mail: graduate@caldwell.edu

Mailing Address: Office of Graduate Admissions
120 Bloomfield Avenue
Caldwell, NJ 07006

Phone: 973-618-3544

OTHER ADMINISTRATIVE CONTACTS

Adult Undergraduate Admissions: 973-618-3500

Bursar's Office: 973-618-3926

Campus Store: 973-618-3262

Computer Center: 973-618-3267

Continuing Education: 973-618-3500

Financial Aid: 973-618-3221 or 1-888-864-9556

Health Services: 973-618-3319

Jennings Library: 973-618-3497 (Reference)

Office of the Registrar: 973-618-3201; registrar@caldwell.edu

A

Academic Policies & Procedures	30
Academic Calendar	30
Academic Integrity	30
Academic Policies & Procedures	30
Academic Progress	32
Academic Standing	32
Appropriate Use and Computer Ethics Policy	35
Attendance	35
Certification Due Dates	37
Certification Procedures	37
Commencement	37
Course Cancellation Policy	38
Course Changes — Add/Drop/Withdrawal	38
Degree Application	38
Degree Requirements	39
Delayed Opening/Emergency Closing	39
Directory Information	45
Doctorate Degree Commencement Requirements	38
Field Experience and Clinical Internship	37
Grade Change and Appeal	39
Grade Reports	40
Graduate Reinstatement Policy	33
Incomplete Grades	40
Independent Study	40
Interruptions of Registration and Leave of Absence	40
Professional Code of Ethics	32
Publication of Master’s Theses, Dissertations, and Capstone Projects	41
Registration	41
Reinstatement Following Dismissal	42
Repeating a Course	42
Student Education Records — Access and Privacy	42
Subsequent Graduate Program	45
Subsequent Undergraduate Degree	46
Transcripts	46
Transfer of Credits	46
Tutorials	46
Violations of Academic Integrity	30
Withdrawal from the University	46
Admissions	11
Acceptance Procedures	13
Admission Policy	11
Admission Procedures	12
Admission Requirements	12
Auditing	15
Combined Bachelor’s/Master’s Programs	15
General Information	15
International Students	13
Non-Matriculating Students	14
Qualified Undergraduate Seniors in Graduate Courses	15

Applied Behavior Analysis, Department of .....	.50
Academic Options .....	.50
Applied Behavior Analysis Course Descriptions .....	.60
Combined B.A. in Psychology/M.A. in Applied Behavior Analysis .....	.57
Curriculum Substitutions .....	.58
M.A. in Applied Behavior Analysis – ABAI Accredited .....	.54
Admission Requirements .....	.54
Program Requirements .....	.54
Status During Thesis .....	.55
Transfer of Graduate Credit .....	.56
Statement of Outcomes Assessment .....	.56
Ph.D. in Applied Behavior Analysis .....	.51
Admission Requirements .....	.51
Program Requirements .....	.51
Status During Dissertation .....	.53
Transfer of Graduate Credit .....	.53
Statement of Outcomes Assessment .....	.53
Post-Master in Applied Behavior Analysis .....	.59
Admission Requirements .....	.59
Program Requirements .....	.59
Transfer of Graduate Credit .....	.59
Retention for all Programs in ABA Department .....	.50

B

Board of Trustees and Trustees Emeriti .....	.154
Board of Trustees .....	.154
Trustees Emeriti .....	.154
Business and CIS, School of .....	.69
Business and CIS Course Descriptions .....	.77
Combined B.S./M.B.A. ....	.72
Admission Requirements .....	.72
Statement of Outcomes Assessment .....	.73
Combined B.S./M.S. in Accounting .....	.76
Admission Requirements .....	.76
M.B.A. – Master of Business Administration .....	.69
Admission Requirements .....	.69
Program Requirements .....	.70
Transfer of Graduate Credit .....	.71
Waivers .....	.71
M.S. in Accounting .....	.74
Admission Requirements .....	.74
Transfer of Graduate Credit .....	.75
Program Requirements .....	.75

C

Campus Map and Directions .....	.170
Directions .....	.170
Communication with the University .....	.160
Other Administrative Contacts .....	.161
Program Coordinators .....	.160
Telephones .....	.160

E

Education, School of .....	.82
Ed.D./Ph.D. in Educational Leadership	82
Admission Requirements	82
Dissertation Completion	85
Ed.D./Ph.D. Commencement Requirements	85
Program Requirements	83
Attendance	84
Transfer of Graduate Credit	84
Statement of Outcomes Assessment	84
Education Course Descriptions	112
Five-Year Combined B.A./M.A. in Curriculum and Instruction	89
M.A. in Curriculum and Instruction	86
Admission Requirements	86
Program Requirements	87
Internship	88
Transfer of Graduate Credit	88
Statement of Outcomes Assessment	88
M.A. in Educational Administration (on campus and online)	90
Admission Requirements	90
Program Requirements	90
Internship	91
Transfer of Graduate Credit	91
M.A. in Higher Education (Online)	94
Admission Requirements	94
Program Requirements	94
Statement of Outcomes Assessment	95
M.A. in Literacy Instruction	96
Admission Requirements	96
Areas of Concentration	96
Elementary Strand	96
Secondary Strand	97
Transfer of Graduate Credits	97
Post-Baccalaureate Teacher Certification Program Courses for Transfer	97
Program Requirements	96
Statement of Outcomes Assessment	98
M.A. in Special Education	99
Admission Requirements	99
Capstone of Outcomes Assessment	101
Program Requirements	99
Strand 1	99
Strand 2	100
Strand 3	100
Strand 4	101
Transfer of Graduate Credit	101

Off-Campus Leadership Development (OCLD)	92
Admission Requirements	92
Program Requirements	92
Mentoring Requirement	93
Strand I – Summer Session B	92
Strand II – Fall Semester	92
Strand III – Spring Semester	92
Strand IV – Summer Session B	92
Transfer of Graduate Credit	93
Statement of Outcomes Assessment	93
Post-Baccalaureate Special Education Teacher Certification	111
Admission Requirements	111
Program Requirements	111
Transfer of Graduate Credit	111
Post-Baccalaureate Teacher Certification	109
Admission Requirements	109
Program Requirements	109
Early Childhood Program	110
Transfer of Graduate Credit	110
Post-Master English as a Second Language (ESL) Certification	108
Admission Requirements	108
Program Requirements	108
Post-Master LDT-C Certification	102
Admission Requirements	102
Program Requirements	102
Transfer of Graduate Credit	102
Post-Master Principal Certification (on campus and online)	106
Admission Requirements	106
Program Requirements	106
Post-Master Reading Specialist Certification	103
Admission Requirements	103
Program Requirements	103
Post-Master School Administrator Certification	104
Admission Requirements	104
Program Requirements	105
Post-Master Supervisor Certification (on campus and online)	107
Admission Requirements	107
Program Requirements	107
Retention for all Programs in the School of Education	82
Expenses	16
Educational Opportunity Fund Grants	20
Financial Aid	17
Graduate Assistantships	20
Institution Tuition Refund Policy	20
Return of Title IV Funds Policy	22
Title IV Refund/Repayment Policy	21
Tuition and Fees	16
Tuition Remission Information	17
Tuition, Fees, and Payment Procedures	16

G	
Graduate Faculty	156
P	
President's Cabinet	155
Programs of Study	48
Department of Applied Behavior Analysis	48
School of Business and CIS	48
School of Education	49
School of Psychology and Counseling	49
Proscribed Conduct	28
Alcohol	28
Appeals	28
Destruction of Property	28
Drug Policy	28
Harassment	29
Mobile Technology	28
Statement of General University Regulations/Code of Student Conduct	28
Psychology and Counseling, School of	129
Academic Options	129
Combined B.A. in Psychology/M.A. in Counseling (Available in All Specializations)	139
Admission Requirements	139
Program Requirements	141
Additional Substitutions for Combined B.A. in Psychology/ M.A. in Counseling with the Mental Health Art Therapy Specialization Track	141
Additional Substitutions for Combined B.A. in Psychology/ M.A. in Counseling with the Mental Health Counseling Specialization Track	141
Additional Substitutions for Combined B.A. in Psychology/ M.A. in Counseling with the School Counseling Specialization Track	142
Substitutions for ALL Combined B.A. in Psychology/ M.A. in Counseling Tracks	141
Counseling Course Descriptions	149
Graduate Programs in Counseling	129
M.A. in Counseling with Mental Health Counseling Art Therapy Specialization – CACREP-Accredited; AATA-Approved	133
Admission Requirements	133
Program Requirements	134
Practica/Internship Screening Requirements	135
Transfer of Graduate Credit	135
Statement of Outcomes Assessment	135
M.A. In Counseling with Mental Health Counseling Specialization – CACREP-Accredited	130
Admission Requirements	130
Program Requirements	131
Practicum/Internship Screening Requirements	132
Transfer of Graduate Credit	132
Statement of Outcomes Assessment	132

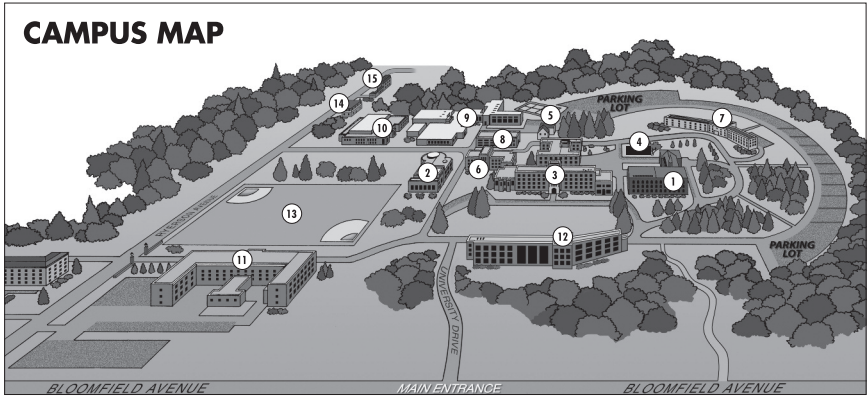
M.A. in Counseling with School Counseling Specialization –	
CACREP-Accredited	136
Admission Requirements	136
Program Requirements	136
Practicum Screening Requirements	138
Transfer of Graduate Credit	138
Statement of Outcomes Assessment	138
Mental Health Counseling with Art Therapy Specialization	
Course Descriptions	148
Post-Graduate M.A. in Art Therapy	143
Admission Requirements	143
Program Requirements	143
Transfer of Graduate Credit	144
Statement of Outcomes Assessment	144
Post-Master Director of School Counseling	145
Admission Requirements	145
Program Requirements	145
Post-Master Professional Counselor Licensing Credits	146
Admission Requirements	146
Post-Master School Counseling Specialization	147
Admission Requirements	147

S

Student Life, Academic Services & Facilities	23
Academic Success Center	23
Alumni Association	23
Career Planning and Development Office	23
Fitness Center	24
Information Technology Resources	24
Jennings Library	24
Parking and Security	25
Student Center and George R. Newman Center	26
Substance Awareness Counseling	26
The Campus Store	23
Wellness Center	26
Campus Ministry	26
Counseling Services	26
Health Services	27

U

University, The	7
History and Accreditation	7
Honor Societies and Professional Associations	9
Mission Statement	7
Origins	7
The Campus	9



Please use Bloomfield Avenue entrance.

Map Key:

- | | | |
|-------------------------------------|--|---|
| ① Motherhouse | ⑥ Werner Hall | ⑪ Mother Joseph Residence Hall/
Center for Autism and
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 Caldwell's 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 Caldwell's - 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.



120 Bloomfield Avenue
Caldwell, New Jersey 07006

973-618-3544 • Toll Free 888-864-9539 • Fax 973-618-3640
www.caldwell.edu • graduate@caldwell.edu