



2012-2013
graduate
catalog



NOTICE

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

Students are advised that the information contained in this catalog is subject to change at the sole discretion of the college, 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 college will give appropriate notice as is reasonably practicable under the circumstances.

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

Office of Graduate Studies
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Caldwell College is accredited by the
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Dear Graduate Student:

As the president of Caldwell College, I am very pleased to share with you this catalog which provides both useful information and many exciting features of our graduate programs, including our doctoral program in Applied Behavior Analysis, the only such doctoral program in the State of New Jersey.

Caldwell College's Office of Graduate Studies is devoted to meeting the unique needs of adult learners. We offer flexible schedules, distance learning, accelerated programs and personal advising that enable adults to balance their family and career responsibilities while pursuing their educations.

Our faculty, administration and staff are committed to providing an environment for success for graduate students.

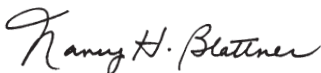
Caldwell College was founded in 1939 by the Sisters of St. Dominic of Caldwell. It is through the lens of our Catholic Dominican tradition that we focus on the worth of each individual student. It is also through that same lens that we help our students to pursue truth in whatever discipline they choose to study.

At Caldwell, we have a beautiful campus, just 20 miles from New York City. A campus-wide parking system is available. Of special note is the availability of on-campus housing for graduate students. Dominican Hall is our state-of-the-art apartment style residence hall featuring contemporary suites and wireless internet access. Our students also enjoy our \$8.2 million student activities and recreation/fitness center and newly renovated dining facilities.

Why not take the first step and see how you can make graduate study "work" in your life? Contact the Office of Graduate Studies to meet with an admissions advisor regarding graduate study, or contact the faculty coordinator of the graduate program that interests you.

Choosing to pursue graduate work at this time in your life and at this time in our world is a very wise decision on your part and one from which you will benefit for the rest of your career and throughout your life. Invest in your future through graduate study at Caldwell College!

Best wishes,



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

Mission Statement

Founded in 1939 by the Sisters of Saint Dominic, Caldwell College 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 make a difference in the lives of our students and prepare 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 College 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 College.

History and Accreditation

Caldwell College was founded as 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 Reverend Thomas Joseph Walsh, Archbishop of Newark, who became its first president. Nancy H. Blattner, Ph.D., became Caldwell College's eighth and current president in July of 2009.

Caldwell College was incorporated on August 10, 1939, as an institution of higher learning for women under the laws of the State of New Jersey and empowered to grant degrees. In 1952, Caldwell College received full accreditation from the Commission on Higher Education of the Middle States Association of Colleges and Schools. Caldwell College has maintained this accreditation, which was recently reaffirmed in 2005 when the Commission commended the institution for the quality of its comprehensive self-study report and for its "remarkable" achievements.

In 1974, Caldwell College became the first institution in New Jersey to award the B.A. in Fine Art (B.F.A.). In 1979, Caldwell College became one of the few institutions in the state to offer a unique external degree program. In 1985, the Board of Trustees of the college voted to make Caldwell College fully co-educational, enabling men to receive the superior education and career preparation that women had been able to receive for fifty years. Caldwell 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 its first graduate program, the M.A. in Curriculum and Instruction. During the summer of 1993, the first graduate students began classes. The college has shown consistent growth in the area of graduate studies, from its initial 23 students to over 600 at present, and offers a variety of master, post-master and post-baccalaureate graduate programs. Notable additions include New Jersey's first and only Ph.D. program in ABA, New Jersey's first and currently only graduate Art Therapy Specialization (approved by the American Art Therapy Association); Post-Graduate M.A. in Art Therapy; a CACREP-Accredited M.A. in Counseling with a Specialization in School Counseling and Post-Master in School Counseling; M.A. in Applied Behavior Analysis and Post-Master in Applied Behavior Analysis with a focus on autism; M.A. in Special Education and Post-Master in Special Education, with an option in Learning Disabilities Teacher Consultant (LDT-C) Certification, as well as a Post-Master LDT-C Certification; M.A. in Literacy Instruction or an M.A. in Literacy Instruction with Reading Specialist Certification; the dual certification B.A. in Early Childhood and Elementary Education; the M.B.A. and its optional concentrations in accounting, global business, human resources, marketing and nonprofit management; M.S. in Accounting; Post-baccalaureate Business Certificates, a CACREP-Accredited M.A. in Counseling with a Specialization in Mental Health Counseling, M.A. in Educational Administration and an M.A. in Curriculum and Instruction are also offered.

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 about professional counseling including appropriate professional behavior, ethical judgment, emotional maturity, and attitudes conducive to working to advocate for wellness and human dignity for all.

The Business Division now is a member of Sigma Beta Delta, an international honor society for both undergraduate and graduate business students.

Caldwell College is a member of the following professional associations: 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; Association of Catholic Leadership Institutions; American Art Therapy Association; New Jersey Art Therapy Association; Associated Graduate Programs in Theology; New Jersey Consortium for Graduate Programs in Theology; New Jersey College Business Administrators Association.

The Campus

Caldwell College 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 college'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 and 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, and snack bar. It 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, science faculty offices, and the Academic Support Center. The facility recently 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.

A loop roadway and expanded parking facilities were completed in the fall of 2000, and a new main entrance to the college from Bloomfield Avenue opened in 2006. The George R. Newman Center houses all of the college's athletic and fitness programs and provides additional space for student activities and organizations including the Student Development Center and the Office of Campus Ministry. 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 language laboratory, a psychology and counseling laboratory, and an academic support center. Most recently, renovations are underway in the Student Center building to accommodate the expanding undergraduate nursing program.

Admission Policy

Caldwell College is proud of its diverse student body and does not discriminate against applicants or students in programs, facilities, or scholarships on the basis of sex, race, color, creed, age, national or ethnic origin, or handicap.

Graduate study at Caldwell College is designed for those whose prior accomplishments indicate an ability to benefit from and successfully complete graduate-level academic pursuits. In addition to the quantitative aspects of an applicant's record, other elements such as letters of recommendation, work experience, and writing samples are considered as well in assessing candidates for admission. In those programs not requiring an interview, an applicant may request one. Each applicant's credentials will be carefully reviewed by the appropriate program coordinator or selection committee. Caldwell College's rolling admissions policy allows candidates to apply for most graduate programs throughout the year, up until a few weeks prior to the beginning of class. Applicants will be notified by mail after all admission materials have been received. Current exceptions to the rolling admission policy are the Off-Campus Leadership Development (OCLD) version of the M.A. in Educational Administration, the programs in Applied Behavior Analysis and all M.A. in Counseling Specializations (see program descriptions for details).

Admission Requirements

All applicants, including non-matriculating and visiting students, must complete an Application for Admission and submit it with the \$40.00 application fee to the Office of Graduate Studies. Applicants to graduate programs at Caldwell College must hold a bachelor's degree from an accredited college or university. International students 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 College should do the following:

- Obtain an application form from the Office of Graduate Studies or online at <http://caldwell.edu/applynow>. The Office can be reached at 973-618-3544 or at graduate@caldwell.edu.
- Arrange to have **official** transcripts from all undergraduate and graduate studies sent directly to Caldwell College, Office of Graduate Studies, 120 Bloomfield Avenue, Caldwell, NJ 07006. **No action will be taken on an application for which there is no official transcript.**
- Request letters of recommendation from professors, employers, or other individuals who are familiar with their work to be sent directly to the Office of Graduate Studies.

- Submit a completed application form with a non-refundable application fee of \$40 in a check payable to Caldwell College. The application fee is waived for Caldwell College alumni and for some special programs. Those who submit online applications will be contacted for payment of the application fee.
- Arrange to take required standardized test(s) and have the scores sent directly to the Office of Graduate Studies. Scores may be no more than *five years old*.
- If required or desired, call the Office of Graduate Studies to arrange for a personal interview (973-618-3544).
- Consult program descriptions to determine any additional requirements. All materials should be sent to the Office of Graduate Studies.

PLEASE NOTE:

- **Dual Applications.** If an applicant wishes to apply for more than one graduate program, a separate application form 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 Studies.
- No action will be taken on credentials that arrive for which there is no completed application for admission on file.
- No documents submitted as part of the application procedure will be returned.
- 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 College graduate degree (M.A., M.B.A. and 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 all admission requirements, international applicants are also required to submit the following information:

- Financial Data Sheet
- TOEFL or IELTS scores (if native language is not English). 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 Studies. Scores must be from a test taken within the past three years.
- An evaluation of non-U.S. transcripts by World Educational Services (WES). For more information, contact WES at info@wes.org or see their Web site at www.wes.org. Other National Association of Credential Evaluation Services (NACES) accredited evaluations may be submitted at the discretion of the Director of the Office of Graduate Studies. If admitted and enrolled, international students and non-native speakers of English may be tested for English language proficiency by the college's Academic Support Center, which may recommend supplemental instruction. All who intend on applying for the F-1 Student Visa must contact the college's International Student Advisor at 973-618-3519 for these documents or for further help and information. For information and electronic access to forms, you may also consult the graduate admissions Web pages.

Acceptance Procedures

Before registering for any class, a person must apply and be accepted to Graduate Studies at Caldwell College under one of several possible Admission status categories: Matriculated into a degree or non-degree program; Non-matriculated, Visiting, 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 Studies. The applicant will receive official notification of admission status issued by the Office of Graduate Studies.

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, 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 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. Admission on this basis does not imply acceptance in or eligibility for matriculation in any degree or non-degree program, regardless of the number of credits undertaken on this basis. Should a non-matriculating student wish to change to matriculating status, he or she must apply for admission through the Office of Graduate Studies, provide all official credentials, and undergo review by the degree program coordinator or selection committee. Non-matriculating students may enroll for a limited number of classes upon 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.

Visiting Students

Students who are matriculating at another college or university and wish to enroll at Caldwell College for transfer to their home institution may apply as a visiting student.

Such students must submit with their application to Caldwell College an official letter documenting their status as a graduate student in good academic standing at their own institution. Ordinarily, visiting students may take up to six credits at Caldwell College. 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 College 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

Qualified undergraduate students with an excellent record may apply for admission into a combined bachelor's/master's degree program, typically in their junior year. 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 also pays undergraduate tuition for graduate courses taken prior to completing the bachelor's degree, which is awarded upon completion of the bachelor's requirements. For details on this opportunity, please refer to the catalog sections on the Departments of Applied Behavior Analysis, Business, Psychology and Counseling, and Education.

General Information

Questions concerning admission status should be addressed to the Office of Graduate Studies at 973-618-3544. This office is 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 College" 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 College 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 three 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 \$45.00 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 you must take six credits to be eligible for Federal Stafford Loans.*

Please contact the Bursar's Office at 973 618-3926 for all billing related questions.

TUITION AND FEES 2012-2013

Graduate Tuition (per credit)	\$830.00
Undergraduate Tuition (per credit)	\$650.00
Graduate Audit Tuition (per credit)	\$415.00
Application Fee (non-refundable)	\$40.00
Graduation Fee (documentation & diploma)	\$125.00
Comprehensive Fee (per semester – fall and spring only)	\$150.00
Education Assessment Fee	\$15.00 per education course
Transcript (processing fees added)	\$5.00 (\$10.00 Rush)
Student Teaching Field Experience Fee	\$340.00 – \$910.00
Live Text (available at Manning Campus Store)	\$131.25
Online Course Fee	\$100.00

**Fees may be subject to change*

Education students should consult the Division 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 College and who are taking at least six credits per semester. This assistance is available through the Federal Stafford Loan program. Federal college work study funds are also available to full-time (nine credits per semester) graduate students who demonstrate financial need. Work study students are assigned to various positions and are allowed to earn wages up to the allotted goal amount. These monies are not directly put toward the student's tuition bill unless the student indicates a preference to do so.

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 college'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.

Note that 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 caldwell.edu/financial_aid/. The Office of Financial Aid is located on the first floor of Aquinas Hall. Office hours can be found on the Caldwell College Web site at 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 College extends a 100% tuition remission to Caldwell Dominican Sisters; a 50% tuition remission to those in the Dominican order; and a 25% tuition remission to members of religious orders other than Dominican and to full-time Catholic school teachers, principals, nurses, librarians, and other Catholic school employees whose positions ordinarily require State certification. Full-time law enforcement personnel are entitled to a 25% remission in tuition for all coursework taken on the graduate level. The latter must present supporting documentation to the Bursar's Office at the point of registration once a year. In addition, full time law enforcement personnel are entitled to a reduction of 25% in tuition for all course work taken at the graduate level. A 10% tuition reduction is extended to graduate students whose spouse, child, or siblings are concurrently enrolled at Caldwell College as a traditional full-time undergraduate student. Alumni of Caldwell College are entitled to a 10% discount towards graduate study. Only one of the highest remission will be applied. The Bursar's Office must be notified in order for the remission to be applied to the student's account.

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 Research Assistantships

Each year a limited number of merit-based research assistantships are offered that award six credits of graduate tuition remission to awardees for each of the fall and spring semesters. RAs participate in a faculty-directed project that requires approximately ten hours per week of the student's time. Students must be fully matriculated and in good standing. Visit www.caldwell.edu/graduate/assistantship.aspx, 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 class80%
Within the second week of class60%
Within the third week of class40%
Within the fourth week of class25%
After four weeks	NO REFUND

Summer

After the first class80%
After the second class60%
After the third class	NO REFUND

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 College 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 College 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 College.

Official Withdrawal: Caldwell College 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 College 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 College 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 College 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 College of his/her intent to withdraw because of illness, accident, grievous personal loss, or other such circumstances beyond the student's control, Caldwell College may assign a withdrawal date that is related to that circumstance.

Alumni Association

All graduates of Caldwell College are active members of the Alumni Association and may hold office on the Executive Board. Caldwell College alumni contribute time and energy, in addition to financial support, to the college and have an interest in seeing the college 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. You can reach them through the Alumni Association Web site, www.caldwell.edu/alumni.

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 973-618-3302.

Campus Store

The Caldwell College Campus Store, located on the first floor of the George R. Newman Center, is open Monday through Thursday from 8:30 a.m. – 7:00 p.m., Friday until 4:30 p.m., and Saturday until 2:00 p.m. Books can also be ordered online. To contact the Campus Store, call 973-618-3262 or visit caldwell.bncollege.com.

Center for Student Success

The Center for Student Success, located in the first floor of the Student Center, is designed to assist students of all abilities in the attainment of their academic goals. The Center offers skills workshops, many scheduled during evening hours, in such areas as time management, notetaking, and research paper techniques. In addition, drop-in tutoring in math and writing is available on designated weekday evenings. The Writing Center is open during the day and on Monday and Tuesday evenings. Please call Nancee Roth at 973-618-3271 for more specific information regarding tutor availability.

Counseling and Career Planning and Development Offices

The Counseling Office is available to assist students to understand their abilities and potential, help students through changing circumstances, and help students grow in the midst of personal difficulty by offering individual and group counseling. Counseling services are free and confidential. The Counseling Office also offers a self-help library which contains a wide selection of books, audio tapes, videos and pamphlets on a variety of mental health topics.

The Career Planning and Development Office provides ongoing career counseling, career education and testing. Students are encouraged to individually plan and research career and academic opportunities throughout his/her education. The career counselor is available for individual career counseling and assistance with clarification of goals. Programs on self-assessment, resumé writing, and career opportunities are available.

The Counseling Office is located in the Student Development Center in the George R. Newman Center and the Career Planning and Development Office is located in the Alumni Theatre building. The Counseling Office can be reached at 973-618-3307 and the Career Planning and Development Office at 973-618-3306.

Fitness Center

For students' health and recreation, the college 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.

Health Services

The Office of Health Services is located in Mother Joseph Residence Hall, room 301. Health Services provides a full range of primary care treatment and referral. These services are available to all members of the college community.

Health Services is also responsible for the college's compliance with the State of New Jersey's immunization laws. **Failure to comply with New Jersey state health requirements will result in cancellation of registration and exclusion from class.**

All records and visits to Health Services are confidential and are not part of academic records. For more information regarding the services available or immunization requirements, please call 973-618-3319.

Information Technology Resources

There are various computer resources on campus. Computer Labs consist of up to date hardware and software. All computers are connected to the campus network and allow for access to the Internet, e-mail, and various software applications. Printing and scanning capabilities are available. Trained Lab Assistants staff the lab and are available to assist with hardware, software, peripherals and other computer related questions.

The 4205 Computer Lab is located in the Student Center building. This is the main Computer Lab on campus and is open to all registered students. Please call 973-618-3267 for lab hours.

Other computer labs are available on campus with dedicated purposes for specific areas of interest. A valid computer account is required in order to access any computer on campus. Applications for an account can be obtained from the 4205 Lab.

The college has a Campus Agreement with Microsoft that allows for the sale of certain Microsoft software at highly reduced prices to registered students. Information on this agreement can be obtained from the 4205 Lab.

Jennings Library

Jennings Library, situated between the Student Center and the Residence Hall, is a wireless facility that contains 149,725 book volumes and over 3,000 periodicals and journals. There is also access to more than 35,000 additional journals through 52 online databases. Over 400 print subscriptions are available and access to 1,489 catalogued ebooks and 7,000 reference ebooks through databases. The audio-visual collection numbers over 3,000 items and contains video tapes, compact discs, DVDs, etc. The Curriculum Library contains textbooks and a wide variety of teaching-related materials. There is also a large collection of children's literature for use in the Education program courses. There are a number of databases for student use in doing research which cover the college's major curricular offerings at both undergraduate and graduate levels. There is full Internet access. Online access to the book and media collections is available through CALCAT, available on and off campus via the Internet. Most of the online databases are available on the college network which also allows for access from both on and off campus sites. In order to access all databases, a Caldwell college e-mail/network account is required. The collections are developed continuously to support the curricular needs of students and faculty.

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

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

A current, bar coded ID card is necessary to borrow materials.

Parking and Security

Parking is available and easily accessible to all buildings. Parking information and applications are available through the security office in the Student Center. A parking sticker is necessary in the fall and spring semesters. A private security company provides unarmed, uniformed officers whose primary function is to promote a safe and secure environment for students, faculty, and visitors to Caldwell College.

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 Office of Admissions and Graduate Studies. The Newman Center also has meeting and activity rooms and student activity offices.

Substance Awareness Counseling

Substance Awareness Counseling offers services to students and all members of the college 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.

Caldwell College expects its graduate students to conform to the highest standards of conduct. Students are subject both on and off campus to all federal, state, and local laws and ordinances, as well as college rules and regulations. Students are subject to such disciplinary action as deemed appropriate, including suspension and expulsion, for acts or omissions which are prohibited by federal, state, or local laws or college rules and regulations. A student is subject to disciplinary action by the college Judiciary Board whether or not civil/criminal proceedings have been initiated. College disciplinary proceedings and hearings are not criminal proceedings. This principle extends to conduct which is likely to have adverse effects on the college and its stated mission or on the educational process or which indicates the individual who committed the violation is an irresponsible member of the college community. Violations of the Code of Conduct will be referred to the Vice President for Student Affairs. Copies of the Student Code of Conduct and Disciplinary Regulations as well as details regarding proscribed conduct are available in the Office of the Vice President for Student Affairs and in the Office of Graduate Studies.

Alcohol

The legal drinking age in New Jersey is 21 years. In accordance with the law, alcohol purchase and consumption on the Caldwell College 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 College 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 college 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.

Cell Phones

No cell phones or pagers should be activated during class or college activities, e.g., concerts, lectures, commencement, etc.

Destruction of Property

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

Drug Policy

Caldwell College 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 college 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 college. The college will not differentiate between violations occurring on or off campus.

While in no way condoning the breaking of the laws pertaining to drugs, the college 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 college will be available, on a confidential basis, to any student desiring assistance. Since the college 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 College as a Catholic institution has a tradition of respecting the dignity and rights of the individual; the college encourages its students and employees to be responsive to community and global concerns and to act with a sense of responsibility to self and others. In realizing this goal, every member of the campus community is responsible for insuring that incidents of harassment do not occur and, if they occur, do not go unreported. Harassment is offensive to students, faculty, staff members, and employees of the college. Therefore, the Caldwell College community will not tolerate harassment in any form. This policy refers to, but is not limited to, harassment for the following reasons:

- age
- race
- color
- national origin
- religion
- sex
- sexual orientation
- marital status
- veteran status
- physically challenged

Harassment includes display or circulation of written materials or pictures degrading to either gender or to racial, ethnic, or religious groups; and verbal abuse or insults directed at or made in the presence of members of a racial, ethnic or minority group.

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 is offered primarily on Saturdays. Graduate students must adhere to the dates listed in the academic calendar found near the end of this catalog, as amended.

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 College demand a high respect for moral values, including intellectual honesty and justice. Every student who attends Caldwell College agrees to abide by this Academic Integrity Policy as long as he or she remains enrolled. Students who witness violations are strongly encouraged to report the academic dishonesty to the appropriate academic authority instructor, chair, 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 another student in violating Academic Integrity by any of the actions described in this document.

Charges and Appealing Charges

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

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

Subsequently, the student may register a formal appeal with the Vice President for Academic Affairs 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 of the department of the faculty member involved in the appeal, one member of the Graduate Academic Foundations Committee, the Vice President for Student Life, 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.

Penalties and Appealing Penalties

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

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

First Offense (*no record of prior offense within the college*):

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

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

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

More Severe Penalties

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

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

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

Removal of X:

A student may petition that the X designation be removed from the transcript. Graduate students petition the Graduate Academic Foundations Committee. In either case, if the Committee agrees to consider the student's request, it will establish conditions which the student must meet for the X to be removed. When the Committee is satisfied that

the student has met the stipulated conditions, it will notify the Vice President for Academic Affairs, who will see that the X is removed. The F will remain on the transcript.

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 in the completion of courses as a graduate student, will fall out of good academic standing into probationary status or, if it reoccurs, may be subject to dismissal by the Director of Graduate Studies.

Academic probation 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 ordinarily be dismissed from the college 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 of below a "C" in required undergraduate courses, will be placed on academic probation. 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 a more extended period with approval from their 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 dismissal may occur if academic probation is not resolved within the prescribed period or a student receives a second grade of a "C" or less in any graduate course or undergraduate course required as a prerequisite. 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 a student has been re-instated on probationary status, and subsequently dismissed the second time, he or she 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.

Once dismissed from a graduate program, a student may not register for graduate or undergraduate classes, though after one un-enrolled semester the student may petition the Vice President for Academic Affairs for admission to the adult undergraduate program.

The following system of grading is used by the college:

Grade Quality Points

A	4.0	Highest level of achievement
A-	3.75	Exemplary achievement
B+	3.5	Consistently superior achievement
B	3.0	Very good
B-	2.75	Good
C+	2.5	Average
C	2.0	Satisfactory — minimum acceptable grade for graduate studies
*D+	1.5	Unsatisfactory
*D	1.0	Poor performance
*F	0.0	Failure
*FX	0.0	Failure due to a violation of the college's Academic Integrity Policy
IN	0.0	A temporary grade given at the discretion of the instructor and with permission of the coordinator of the graduate program. An incomplete grade not removed by the contracted date, or within four months of the end of the semester in which the IN is given, automatically becomes an F. Incompletes must be filed in the Office of Graduate Studies office at least one week before the beginning of examination week.
P		Pass
W		Authorized withdrawal. After the official calendar date for W, the student who withdraws from a course will receive either WP or WF.
WP		Withdrawal Passing. Indicates the instructor's judgment that a student is achieving a satisfactory or passing grade at the time of withdrawal. It is given after the official calendar date for W. It carries no penalty but gives no credit.
WF		Withdrawal Failing. Indicates the instructor's judgment that a student is failing at the time of withdrawal from a course. It is given after the official calendar date for W.

*No credit earned for final grades of D+, D, F, FX.

Attendance

Regular and punctual attendance is an essential part of the graduate program. Students are expected to be earnest about their scholastic work and to absent themselves only for serious reasons. Each instructor determines the course attendance policy and students should receive a written policy statement at the beginning of the course. The responsibility for any work missed because of an absence rests entirely with the student. Students who must be absent for an extended period should notify the coordinator of the graduate program, who will inform the faculty. Such notification to the faculty is simply a service. Students must consult faculty members directly to determine their class standing.

Certificates of Completion

Students who complete graduate non-degree (certification) programs do not receive a diploma, but students may request a printed certificate of completion by submitting the proper form to the Office of Graduate Studies by the established deadline. The form is available from the Office of Graduate Studies or online through the Common Forms link on the graduate Web site. Such certificates do not signify certification from any outside agency but indicate only the student's fulfillment of the requirements for that college program.

Field Experience and Student Teaching

Students must submit a field placement form for every education course that has required field experiences for successful completion of the course. The field placement forms must be submitted by **February 15** for fall semester placement and by **September 15** for spring semester placement. Failure to follow this procedure will delay program completion.

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 college'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 College 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 college.

Computer Appropriate Use and Ethics Policy

Students using a college-owned computer or a computer connected to the network are bound by this policy. Upon application for a college 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 college-owned computers and/or the network.

Course Cancellation Policy

Caldwell College 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 college 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 college calendar 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 college 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. The college'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 college 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, graduate classes may be held. Therefore, this number or the college Web site should be checked again after 3:00 p.m. for a final decision on class cancellations.

External Courses

Applicants who need undergraduate prerequisites to qualify for admission to a graduate program or to meet certification requirements may meet those requirements through the External Degree program. However, the following conditions apply:

- The applicant must be 23 years of age or older.
- New external students must attend the Saturday morning orientation on the scheduled Continuing Studies Saturday. New students are limited to a maximum of six credits.
- All students, new and returning, must meet with the professors teaching the classes they have registered for at the appointed time on Continuing Studies Saturday.
- Graduate students register through the Office of the Registrar for undergraduate external degree courses.

There are also graduate external courses offered in the M.B.A. program. Graduate students registering for these courses are required to attend the scheduled orientation for that course, held either on a Saturday or weekday evening.

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

Grade Change and Appeal

A final grade may be changed for reasons of error in computation or in transcribing or in unusual circumstances with written approval of the Director of Graduate Studies. 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). 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 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 by the Office of the Registrar.

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

Health Requirements

All students are required to comply with the State of New Jersey immunization laws. Students born in 1957 or later must submit documentation regarding measles, mumps, and rubella. Students born before 1957 must submit a copy of their birth certificate. All documentation should be submitted to Health Services. *Health Services will not be responsible for records which are submitted to other departments.* **Failure to comply with the state's requirements will result in cancellation of registration and exclusion from class.** Health forms can be obtained in the Health Services Department or the Office of Graduate Studies. Should further clarification be required after reviewing the health form, please call 973-618-3319.

Incomplete Grades

A temporary grade of Incomplete may be given at the discretion of the instructor and with the permission of the Director of Graduate Studies. 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 Director of Graduate Studies.

Interruptions of Registration (Leave of Absence)

Students enrolled in a graduate program at Caldwell College are expected to maintain continuous enrollment until all requirements are completed. Students who must interrupt their studies for two or more consecutive semesters, excluding summers, must request a leave of absence from their Program Coordinator in order to remain in good standing in the program. Students who do not register within four semesters of the onset of the leave of absence will be dropped from the program. Students wishing to reenter the program following an absence of two years or more must submit a request for readmission to the Director of Graduate Studies. Students will be responsible for the degree requirements in force at the time of readmission. See "Course Changes" for policies regarding adding, dropping, and withdrawing from classes.

Publication of Master's Theses and Capstone Projects

M.A. students in Curriculum and Instruction, Special Education, and Applied Behavior Analysis will have their capstone project or thesis published digitally by UMI/ProQuest. The document will be digitized and published on a searchable Web site hosted by UMI and accessible through the college Web site (Dissertations & Theses@Caldwell college). 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 college portal at <https://mycaldwell.caldwell.edu> at the time indicated on the college calendar. Each student at Caldwell College 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 college 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 "Academic Standing."

Repeating a Course

A student may repeat a course once without appeal. A student may not repeat that course a second time without a written appeal to and consent from the Program Coordinator and Chairperson of the Department offering the graduate degree or certification program. 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.

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 College 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 College 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 College decides not to amend the record as requested, Caldwell College 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 College 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 College 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 College 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 College 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 College whom Caldwell College has determined to have legitimate educational interests. A school official is a person employed by Caldwell College 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 College. 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 College 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 college'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 College may apply for admission into another degree program. In the event of credit overlap, a maximum of 12 credits may be applied from one graduate degree program to a second graduate degree program, upon review and approval of the program coordinator and the Director of Graduate Studies. In all cases, a minimum of 24 credits with the appropriate program prefix must be completed at Caldwell College toward the subsequent graduate degree. (Credits accepted as transfer credits into the first degree program will not be considered for application to the subsequent program.) In all cases of application to another graduate degree program, advanced standing credits will be applied as long as the credits earned in the previous program have been completed within five years of registration in the subsequent program.

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 College and follow the instructions provided. The cost of a transcript is \$5.00 for regular processing (3 business days) and \$10.00 for rush processing (1 business day). Both services require a processing fee for each recipient being issued a transcript. Students may view and print unofficial transcripts through the MyCaldwell Portal at <https://mycaldwell.caldwell.edu>. Transcripts issuance may be delayed and/or suspended during periods of registration and grade distribution. All financial obligations must be met before transcript(s) will be issued.

Transfer of Credits

Caldwell College will accept the transfer of graduate work, including online courses, from another regionally accredited institution, usually up to six credits (depending on the program), provided the credits were completed within five years of the student's registration with Caldwell College and those credits have not been applied to an earned degree. 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. No transfer credit will be awarded for courses that have earned a grade lower than a "B". Each transfer request will be reviewed by the Program Coordinator.

Tutorials

It is the strong conviction of the graduate faculty that students benefit most from an academic experience which allows for optimal student-instructor and peer-to-peer interaction. At the same time, it is understood that special circumstances may sometimes prevent a student from participating in a scheduled class needed for graduation. For this reason, tutorials are offered when extraordinary academic or personal circumstances warrant their approval, despite the adverse impact tutorials may have on enrollments in regularly scheduled classes.

Tutorials will be considered in situations where personal or family illness, and/or other extreme and unforeseeable circumstances, cause a student to miss a required scheduled class. Conversely, routine or foreseeable issues related to work, untimely entry into the program, poor academic planning, or expediency (desire to graduate more quickly) will not qualify as reasons for a tutorial. A tutorial request will normally be considered only for a class not being offered within a reasonable period of time, usually three semesters.

A request for a tutorial must be made in writing to the usual instructor of the class in question during the semester prior to the requested tutorial and must provide a sufficiently detailed rationale. If this instructor cannot accommodate the request, the student may request the tutorial from faculty who do not usually teach the course in question. In this case, the faculty member will consult with the initial professor and the Program Coordinator before giving approval. Once a faculty member has agreed to a tutorial, the student should obtain an application for Approval for a Tutorial from

the Office of Graduate Studies and secure the required signatures from the instructor, graduate program coordinator, chair, and Director of Graduate Studies.

Withdrawal from the College

Graduate students who withdraw from the college and who may wish to return to their program of study are required to report to the Director of Graduate Studies for an exit interview and to follow established procedures for remaining in good academic standing. If a graduate student withdraws from the college during a semester, the student must also withdraw from all courses. Failure to follow this procedure will result in a grade of "F" in every course for which the student was registered.

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 College 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 College's graduate academic program is structured by Departments or Divisions. 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 college 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 college Web site 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

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

Post-Master Non-Degree Program in Applied Behavior Analysis

Division of Business

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

- Accounting Concentration
- Global Business Concentration
- Human Resources Concentration
- Marketing Concentration
- Nonprofit Management Concentration

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

M.S. in Accounting

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

Post-Baccalaureate Business Certificates

Division of Education

M.A. in Curriculum and Instruction

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

Five-Year Combined B.A./M.A. in Curriculum and Instruction

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

- Off-Campus Leadership Development (OCLD)

M.A. in Literacy Instruction

- Reading Specialist Certification

M.A. in Special Education

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

Post-Master LDT-C Certification

Post-Master Reading Specialist Certification

Post-Master Superintendent Certification

Post-Master Principal Certification (on campus and online)

Post-Master Supervisor Certification (on campus and online)

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

Post-Baccalaureate Special Education Certification

Post-Baccalaureate Teacher Certification

Department of Psychology and Counseling

M.A. in Counseling

- Art Therapy Specialization
- 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

Sharon A. Reeve, Ph.D., BCBA-D, Department Chair and Co-Coordinator

Kenneth F. Reeve, Ph.D., BCBA-D, Co-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.

ACADEMIC OPTIONS

- Ph.D. in Applied Behavior Analysis
- M.A. in Applied Behavior Analysis
- Combined B.A. in Psychology/M.A. in Applied Behavior Analysis
- Post-Master Non-Degree 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:

- PS 526 Behavior Analysis and Learning
- PS 534 Research Methods in Applied Behavior Analysis
- PS 537 Introduction to Applied Behavior Analysis
- PS 553 Assessing Autism Interventions
- PS 556 Advanced Applied Behavior Analysis
- PS 563 Ethics for Behavior Analysts
- PS 574 Professionalism for Behavior Analysts

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 March 1 and applicants are only accepted for the fall semester.*

- M.A. in Applied Behavior Analysis, Psychology, Special Education, or a related field (e.g., Speech Pathology, Social Work) 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 College 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 College, current research interests, and preferred faculty member with whom to study (including reasons for this choice).
- Personal interview

PROGRAM REQUIREMENTS (90 Credits)

Required Courses (57 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 553 Assessing Autism Interventions* (3)
- ABA 556 Advanced Applied Behavior Analysis (3)
- ABA 563 Ethics for Behavior Analysts (3)
- ABA 572 Language and Social Skills for Individuals with Autism* (3)
- ABA 573 Scientific Writing for Behavior Analysts (3)
- ABA 574 Professionalism for Behavior Analysts (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) OR
- ABA 809 Research Practicum in ABA (3)
- ABA 810 Advanced Research Methods and Statistics (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 (33 credits: Any 10 courses)

- ABA 521 Cognitive Psychology (3)
- ABA 535 Biopsychology OR
- ABA 627 Psychopharmacology (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 & 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 & Program Development for Individuals with Autism Part II* (3)
- ABA 630 Choice & 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 655 Philosophy of Behaviorism (3)
- ABA 648 Standardized Testing for Developmental Disabilities* (3)
- ABA 801 Applied Practicum in ABA II* (1-3)

Specialization Track in Developmental Disabilities

In their elective coursework, students may choose to focus on more basic research courses or more applied/clinical courses. Due to the nature of the applied/clinical coursework, an option for a Specialization Track in Developmental Disabilities was developed. Elective courses required for this specialization cover a broad range of diagnostic, assessment, treatment, and clinical aspects related to various developmental disabilities are denoted with an asterisk (*) above.

Transfer of Graduate Credit

For applicants who have earned their M.A. in ABA at Caldwell College, all credits will be accepted for transfer to the Ph.D. in ABA. For other applicants, Caldwell College 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 College Ph.D. in ABA programs, the credits were completed within five years of the applicant's admission to Caldwell College, 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. 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

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 • July 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 College
- 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 553 Assessing Autism Interventions (3)
- ABA 556 Advanced Applied Behavior Analysis (3)
- ABA 563 Ethics for Behavior Analysts (3)
- ABA 572 Language and Social Skills for Individuals with Autism (3)
- ABA 573 Scientific Writing for Behavior Analysts (3)
- ABA 574 Professionalism for Behavior Analysts (3)
- ABA 650 Thesis in Applied Behavior Analysis I (3)
- ABA 651 Thesis in Applied Behavior Analysis II (3)

Elective Courses (9 credits: Any 3 courses)

- ABA 521 Cognitive Psychology (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 & Program Development for Individuals with Autism Part I (3)
- ABA 618 Assessment & 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 & Program Development for Individuals with Autism Part II
- ABA 630 Choice & 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 655 Philosophy of Behaviorism (3)
- ABA 800 Applied Practicum in ABA I (1-3)
- ABA 801 Applied Practicum in ABA II (1-3)

Transfer of Graduate Credit

Caldwell College 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 College. 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. 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 & 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 College 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:**

PS 537 Intro to Applied Behavior Analysis
(Required for M.A. in ABA)

PS 526 Behavior Analysis and Learning

PS 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:**

PS 535 Biopsychology

or

PS 627 Psychopharmacology

PS 553 Assessing Autism Interventions

or

PS 645 Developmental Disabilities

PS 521 Cognitive Psychology

(Note: PS 510 is a prerequisite for this course)

Substitutes for this undergraduate course:

PS 304 Biopsychology

PS 275 Overview of Autism

PS 326 Cognitive Psychology

POST-MASTER NON-DEGREE PROGRAM IN APPLIED BEHAVIOR ANALYSIS

The Post-Master Non-Degree Program 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, Special Education, or a related field (e.g., Speech Pathology, Social Work). Applicants who do not meet these requirements are urged to apply to the Caldwell College 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 College
- 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 553 Assessing Autism Interventions (3)
- ABA 556 Advanced Applied Behavior Analysis (3)
- ABA 563 Ethics for Behavior Analysts (3)
- ABA 572 Language and Social Skills for Individuals with Autism (3)
- ABA 574 Professionalism for Behavior Analysts (3)

Transfer of Graduate Credit

Caldwell College 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 College. 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. Each transfer request will be reviewed by the Program Coordinator.

Applied Behavior Analysis Course Descriptions

ABA 510 Survey of Research Methods & 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 format (APA).

ABA 521 Cognitive Psychology (3)

Description & Necessity: The goal of this course is to introduce students to the field of human cognition through the exploration of classical theoretical and experimental research in cognitive psychology. Students will be introduced to the experimental methods used to study mental processes. Emphasis will be placed on a discussion of the brain and neural networks, memory models, perception, language, concept learning, knowledge, problem solving, reasoning and decision making. **Prerequisite: ABA 510.**

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 procedures in 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 563 Ethics for Behavior Analysts (3)

This course prepares students for the ethical practice of applied behavior analysis. Students will learn about the foundations of ethical behavior needed to insure a high quality of practice in behavior analysis. Included will be discussions of the Behavior Analyst Certification Board Guidelines for Responsible Conduct, use of aversives, compensation, relationships with colleagues, dissemination of professional values, evaluating behavior change, collaborating with other professionals, relationships with clients and colleagues, etc. **Prerequisites: ABA 526, ABA 534, ABA 537, ABA 556.**

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 574 Professionalism for Behavior Analysts (3)

This course prepares students for the professional practice of applied behavior analysis. Students will learn about the foundations of professional behavior needed to insure a high quality of practice in behavior analysis. Included will be discussions of leadership skills, business etiquette, assertiveness, media relations, professional representation of oneself and the field of behavior analysis, dissemination of professional values, collaborating with other professionals, relationships with clients and colleagues, etc. **Prerequisites: ABA 526, ABA 534, ABA 537, ABA 556.**

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 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 & 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 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 & 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 630 Choice & 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 652 Thesis in Applied Behavior Analysis III (3)

This course was designed for students who have not yet successfully completed their thesis requirements by the conclusion of ABA 651. In ABA 652, students are provided with an additional course to complete conducting, writing, and defending an original empirical research study utilizing knowledge and skills obtained in prior coursework and clinical/educational field experiences. **Prerequisite:** ABA 651.

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 800 Applied Practicum in Applied Behavior Analysis I (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 College faculty. **(Note: Ph.D. students must take either ABA 800 or ABA 809).**

ABA 801 Applied Practicum in Applied Behavior Analysis II (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 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 College faculty. **Prerequisite: ABA 800.**

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 800 or ABA 809.)**

ABA 810 Advanced Research Methods and Statistics (3)

The course continues the focus on the application of the scientific method in psychology begun in ABA 510 Research Methods and Statistics. Topics include statistical and visual data analyses, types of experimental research, variable definition, validity threats, control strategies, experimental design, ethical issues, how to write, present, and critique research, statistical application, and additional material. By the completion of the course, students should have skills that allow them to be satisfactory consumers of research in psychology, to understand ethical issues in psychological research, to assess the adequacy of evidence for claims made about human behavior, and to conduct and present research according to professional guidelines. To achieve these goals, students will take an active role in discussing these topics in class, conducting relevant research, and writing research reports in approved APA format. **Prerequisite: ABA 510.**

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 College 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.

Division of Business

Bernard O'Rourke, M.B.A., J.D., Division Associate Dean

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

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

All of the Division of Business Administration's graduate programs are accredited by ACBSP (Accreditation Council for Business Schools and Programs) except for the following: M.B.A. Concentrations in Human Resource Management, Global Business, Marketing, Post Baccalaureate Business Certifications, and the M.S. in Accounting. Our M.B.A. offers a rigorous 39-credit curriculum that has been carefully prepared by the college to meet the demands of the twenty-first century business world. The Caldwell College M.B.A. is available in six areas of study. A general M.B.A. will allow students ample scope beyond the required core to choose elective offerings from a broad range of other courses. The alternatives are an M.B.A. with Concentrations in Accounting, Nonprofit Management, Global Business, Human Resources or Marketing. The Caldwell College M.B.A. requires students to complete 39 graduate credits consisting of 10 required courses (30 credits) and three other courses (9 credits) which can be specific courses towards a concentration or electives. Applicants without specific undergraduate courses in business may be required to take up to 21 undergraduate credits (30 for accounting) before full admission into the M.B.A. program.

Distance Learning. The Caldwell College M.B.A. is also available in a distance learning mode of delivery. Registrants for any distance learning course should be mindful of differences in procedures and demands between those and traditional classroom courses. While distance learning 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

Applicants with undergraduate business degrees

- 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
- GMAT formula score of 1000 or above ($200 \times \text{GPA} + \text{GMAT score}$); on approval, the GMAT requirement may be waived for applicants who have at least 8 years substantive business experience
- Two letters of recommendation for graduate study
- Writing sample: Submit the statement of objectives described on the application

Applicants with undergraduate degrees in fields other than business

- Bachelor's degree from an accredited college or university
- Undergraduate GPA of at least 2.75 overall

- The following prerequisite undergraduate business courses* with a cumulative GPA of 3.0 or better, and no grade below C
 - Accounting I & II
 - Principles of Economics I & II
 - Marketing
 - Statistics
 - Principles of Management
 - Intermediate Accounting I & II (only required for those applying for the M.B.A. with a Concentration in Accounting – must also have one additional advanced accounting course)
- GMAT formula score of 1000 or above (200 x GPA in business subjects + GMAT score); on approval, the GMAT requirement may be waived for applicants who have at least 8 years substantive business experience
- Two letters of recommendation for graduate study
- Personal interview
- Writing sample: Submit the statement of objectives described on the application

Note: Whatever the applicant's status, he or she must have completed specific undergraduate business courses, with a cumulative GPA of 3.0 or better, and no grade below C, as prerequisites to full admission into the M.B.A. program. These courses are:

- Accounting I & II
- Principles of Economics I & II
- Marketing
- Statistics
- Principles of Management
- Intermediate Accounting I & II (only required for those applying for the M.B.A. with a Concentration in Accounting — must also have one additional advanced accounting course)

*courses may be waived for approved equivalent work experience.

PROGRAM REQUIREMENTS (39 credits)

Core Courses (27 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 638 Marketing in a Dynamic Environment (3)
- BU 649 Business Law, Ethical Behavior and Social Responsibility (3)
- BU 660 Management Information Systems(3)
- BU 690 Business Research Methods (3)
- BU 695 Operations Management (3)

Capstone Course (3 credits)

- BU 785 Integrated Strategic Management Seminar (3)

Elective Courses (9 credits)

- BU 620 Executive Business Communications (3)
- BU 622 Nonprofit Law, Governance and Financial Management (3)
- BU 627 Financial Statement Analysis (3)
- BU 628 Marketing, Public Relations and Administration in Nonprofit Organizations (3)
- BU 630 Governmental Accounting (3)
- BU 631 Forensic Accounting (3)
- BU 632 Federal Taxation (3)
- BU 635 Human Resources Management (3)
- BU 637 Issues in Nonprofit Management (3)
- BU 640 Cyber Law Issues (3)
- BU 641 Travel Experience (Global Issues) (3)
- BU 642 Global Strategy (3)
- BU 644 Global Business Management (3)
- BU 645 Managing Existing & New Brands (3)
- BU 647 Effective Innovation (3)
- BU 650 eMarketing (3)
- BU 652 Employment Law (3)
- BU 661 Business Forecasting (3)
- BU 670 Integrated Marketing Communications
- BU 679 Graduate Business Cooperative Education (3)
- BU 685 Leadership and Applied Human Relations for Management (3)
- BU 689 Graduate Business Internship (3)
- BU 694 Managerial Economics (3)
- BU 699 Independent Study (3)
- BU 720 Graduate Thesis/Research Project (3)

CONCENTRATIONS**Accounting**

Students pursuing the M.B.A. with a Concentration in Accounting will take courses that assist them in satisfying the educational requirements for CPA licensure. They will be required to select BU 525 Advanced Auditing instead of BU 537 Financial Management in the core offerings. In the elective offerings, students pursuing the M.B.A. with a Concentration in Accounting may take any three graduate accounting electives.

Nonprofit Management

In addition to the standard 30-credit core, these students must take BU 622 Nonprofit Law, Governance and Financial Management; BU 628 Marketing, Public Relations and Administration in Nonprofit Organizations; and BU 637 Issues in Nonprofit Management.

Global Business

In addition to the standard 30-credit core, students are required to take BU 641 Travel Experience, BU 642 Global Strategy and BU 644 Global Business Management.

Human Resources

In addition to the standard 30-credit core, students are required to take BU 635 Strategic Human Resources Management, BU 685 Leadership and Applied Human Relations for Management and BU 652 Employment Law.

Marketing

In addition to the standard 30-credit core, students are required to take BU 645 Managing Existing & New Brands, BU 650 eMarketing and BU 670 Integrated Marketing Communications.

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>
Accounting	BU 625 Accounting for Managers
Marketing	BU 638 Marketing in a Dynamic Environment
Management	BU 633 Organizational Behavior for Managers
International Business	BU 642 Global Strategy
Computer Science or Computer Information Systems	BU 660 Management Information Systems
Financial Economics	BU 694 Managerial Economics

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 College will accept the transfer of 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 College. 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. 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 College Division of Business Administration undergraduate students. This program can lead to completion of the M.B.A. in five years. When students 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 39 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 the student qualifies for one of the above waivers, he or she exclusively takes 30 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 College 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 200-300 word statement of objectives for entering the program
- The GMAT 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	39 Credits
Total Combined B.S./M.B.A. Credit Hours	159 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 college will exhibit proficiency in managing a range of representative business problems and challenges which reflect contemporary global business practices. Our students will graduate with a firm grasp of business principles and practices in essential business subjects of accounting, finance, global business, legal and social environment of business, marketing, management, ethics, information systems and business policy with an integrating experience 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 in order to graduate. 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 will 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 their review. At a subsequent meeting of the department (early in the following academic year) the outcomes assessment report will be discussed in detail and the department will develop a plan to address any shortcomings in the outcomes. Depending on the nature of these shortcomings (if any) the department will formulate changes in curricula with a view to improvement.

M.S. IN ACCOUNTING

Caldwell College'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 an accredited college or university
- Undergraduate GPA of at least 2.75 overall and 3.0 in the accounting major
- GMAT formula score of 1000 or above ($200 \times \text{GPA} + \text{GMAT score}$); on approval, the GMAT requirement may be waived for applicants who have at least 8 years substantive business experience
- Two letters of recommendation for graduate study
- Writing sample: Submit the statement of objectives described on the application

Applicants with undergraduate degrees in fields other than accounting

- Bachelor's degree from an 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 C
 - Accounting I & II
 - Principles of Economics I & II
 - Marketing
 - Statistics
 - Principles of Management
 - Intermediate Accounting I & II and one additional upper level accounting course.
- GMAT formula score of 1000 or above ($200 \times \text{GPA in business subjects} + \text{GMAT score}$); on approval, the GMAT requirement may be waived for applicants who have at least 8 years substantive business experience
- Two letters of recommendation for graduate study
- Personal interview
- Writing sample: Submit the statement of objectives described on the application

PROGRAM REQUIREMENTS (30 credits)*Core Courses (15 credits)*

- BU 632 Federal Taxation – Corporations, Trusts, Estates
- BU 634 Accounting Information Systems
- BU 636 International Accounting
- BU 649 Business Law, Ethical Behavior & Social Responsibility
- BU 655 Advanced Professional Auditing

Electives (15 credits)

- BU 520 Advanced Business Strategy
- BU 525 Advanced Auditing
- BU 620 Executive Business Communications
- BU 627 Financial Statement Analysis
- BU 630 Governmental (Fund) Accounting
- BU 631 Forensic Accounting
- BU 641 International Business Travel Experience
- BU 690 Business Research Methods
- BU 689 Internship (full time students only)

TRANSFER OF GRADUATE CREDIT

Caldwell College will accept the transfer of 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 College. 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. 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 College 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 this 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 College 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 200-300 word statement of objectives for entering the program
- The GMAT 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 CPA Society 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.

POST-BACCALAUREATE BUSINESS CERTIFICATES

Caldwell College offers five certificates in our graduate business program. Each of the certificates requires the student to take 12 credits (four courses) of specified graduate course work. For successful certificate completion, student must achieve an overall 3.0 GPA average in certificate courses.

MARKETING (applicants must have baccalaureate degree (any subject) with a cumulative GPA of 2.75 or better; no prerequisites required)

Courses

- BU 638 Marketing in a Dynamic Environment
- BU 645 Managing Existing & New Brands
- BU 650 eMarketing
- BU 670 Integrating Marketing Communications

HUMAN RESOURCES (applicants must have baccalaureate degree (any subject) with a cumulative GPA of 2.75 or better; no prerequisites required)

Courses

- BU 633 Organizational Behavior for Managers
- BU 635 Strategic Human Resources Management
- BU 685 Leadership and Applied Human Relations for Management
- BU 652 Employment Law

GLOBAL BUSINESS (applicants must have baccalaureate degree (any subject) with a cumulative GPA of 2.75 or better; no prerequisites required)

Courses

- BU 641 Travel Experience
- BU 642 Global Strategy
- BU 644 Global Business Management

Plus one course from the following

- BU 620 Executive Business Communications
- BU 633 Organizational Behavior for Managers
- BU 638 Marketing in a Dynamic Environment
- BU 649 Bus. Law, Ethical Behavior & Social Responsibility

NONPROFIT MANAGEMENT (applicants must have baccalaureate degree (any subject) with a cumulative GPA of 2.75 or better; no prerequisites required)

Courses

- BU 622 Nonprofit Law, Governance & Fin Mgt
- BU 628 Marketing, PR for Non Profits
- BU 637 Issues in Nonprofit Management

Plus one course from

- BU 620 Executive Business Communications
- BU 633 Organizational Behavior for Managers
- BU 635 Strategic Human Resources Management
- BU 641 Travel Experience
- BU 649 Bus. Law, Ethical Behavior & Social Responsibility

ACCOUNTING (applicants must have baccalaureate degree (any subject) with a cumulative GPA of 2.75 or better; prerequisites required: Intermediate Accounting I & II, plus one other upper level accounting course)

Choose four courses from

BU 655 Advanced Professional Auditing

BU 631 Forensic Accounting

BU 636 International Accounting

BU 634 Accounting Information Systems

BU 627 Financial Statement Analysis

BU 630 Governmental/Fund Accounting

BU 632 Federal Taxation – Corporations, Trusts, Estates

BU 649 Bus. Law, Ethical Behavior & Social Responsibility

ADMISSION REQUIREMENTS

- Completed application
- Official transcripts showing baccalaureate degree with 2.75 minimum GPA
- One professional letter of recommendation

PROGRAM REQUIREMENTS

Students in the certificate program may apply for transfer to the full M.B.A./M.S. program provided all the admissions requirements for those programs are met.

There are no prerequisites or GMATs for the following certificates: Marketing, Human Resources, Global Business and Nonprofit Management (however, if student later opts to pursue full M.B.A., all regular prerequisites and GMATs are required).

Accounting Certificate has prerequisites (see above) and, if student later opts to pursue full M.B.A. or M.S. in Accounting, all regular prerequisites and GMATs are required.

For successful certificate completion, must have overall 3.0 average.

Business 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 622 Nonprofit Law, Governance and Financial Management (3)

Introduction to the nonprofit sector. The legal foundation of nonprofit corporations, including secular and religious organizations. Basic issues of governance. Financial aspects of nonprofits including accounting and financial fundamentals, including financial statements, budgeting, and cash flow. The course will include project work that relates to specific types of nonprofit organizations such as parishes, charities, and other forms.

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 628 Marketing, Public Relations and Administration in Nonprofit Organizations (3)

Covers the marketing, communications, public relations, risk management and human resources aspects of the nonprofit organization. Volunteer recruitment and management. Special emphasis will be placed on smaller entities such as parishes and other community-focused entities.

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 v. 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 Resources 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 637 Issues in Nonprofit Management (3)

Explores in detail the critical areas of development, fund raising and grant writing, board deployment and recruitment. Examines the role of nonprofits in public policy and the interaction between nonprofits and the public sector.

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 Travel Experience: Global Issues (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 & 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, Web sites, etc.

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 661 Business Forecasting (3)

A complete analysis of forecasting methods used in business. Topics include naive forecasting methods (past data), survey methods of forecasting, barometric or indicator forecasts, opportunistic forecasting, input-output analysis, simple and multiple regression analysis, etc.

BU 670 Integrated Marketing Communications

The course explores the communications part of the marketing mix. The course emphasizes the management of the various traditional communication channels (advertising, public relations, direct marketing, sales promotion, and personal selling) and new communication channels (eMarketing) through the coordination of these channels to provide a coherent and consistent message to consumers. Students will engage in the development of a strategic communications plan for a nationally advertised, popular brand in an industry where they have an interest.

BU 685 Leadership and Applied Human Relations in Organizations (3)

Examines factors leading to effective and ineffective relationships in organizations with a particular emphasis on leadership. Explores current theories and research into the field while evaluating them analytically and experientially.

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 690 Business Research Methods (3)

An overview of research and statistical methods used in business. Topics include: Foundation of Scientific Reasoning, Designing a Research Project, Statistical Tools of Research, and Computer Utilization of Research. **Prerequisite: At least 12 graduate business credits from core courses.**

BU 694 Managerial Economics (3)

This course emphasizes the application of macroeconomic and microeconomic theory in management decision-making and in the development and implementation of business strategy and tactics. The course focuses on techniques and models for monitoring and analyzing macroeconomic conditions; international economic trends; and the production, cost, and pricing decision of firms under different market structures.

BU 695 Operations Management (3)

Decision making in the management of production and service operations. Primary focus on the role of quantitative, analytical and computational techniques in the modeling, analysis, and solution of these problems. Applications using operations management software emphasized.

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 720 Graduate Thesis/Research Project (3)

Under the direction of a faculty advisor, the student will apply the elements of research methodology, statistical techniques to an established manuscript format to develop an independent issue and/or research project in the area of business. The issue and/or research project will be presented in both oral and written form. **Prerequisite: BU 690.**

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 requires permission of graduate advisor. **Prerequisite: 24 graduate business credits, including BU 690.**

Division of Education

Janice Stewart, Ph.D., Division Associate Dean
Walter Cmielewski, Ed.D., Program Coordinator
Francine DelVecchio, Ed.D., Program Coordinator
Joanne Jasmine, Ed.D., Program Coordinator
Joan H. Moriarty, Ed.D., Program Coordinator
James Vivinetto, Ed.D., Program Coordinator

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** – 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, passing the School Leader Praxis, WPI and OPI tests are required; to earn the TOSD Certification a standard certificate is required; and to earn the ESL Certification, a teaching 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: In lieu of the statement of objectives on the application, include with your application a 1-2 page typed statement of your goals/objectives for entering the M.A. in Curriculum and Instruction program

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 & Development (Prerequisite: ED 599) (3)
- ED 599 Integrating Technology into Curriculum Design and Classroom Instruction (3)
- ED 575 Ethics, Education, and Society (3)[^] OR
- ED 674 Education Law & 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; 18 credits for ESL Certification)

- ED 500 Curriculum Theory and Development (3)^{^^^}
- ED 505 Student Development and Learning (3)^{^^^}
- 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 521 Educational Practices for Students with Disabilities (3)^{*}
- ED 523 The History of Special Education and the Law (3)^{*}
- ED 525 Academic Assessment and Instructional Planning for Students with Individual Needs (Prerequisite: ED 521) (3)^{*}
- ED 530 Inclusive Classrooms and Technology (Prerequisite: ED 521) (3)^{*}
- ED 535 Neurophysiological Basis of Learning, Theories of Teaching for Students with Individual Needs (Prerequisite: ED 521) (3)^{*}
- ED 539 Behavioral Assessment and Intervention Planning in Special Education (Prerequisite: ED 521) (3)^{*}
- ED 540 The Special Education Teacher as Collaborator (Prerequisite: ED 521) (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 & 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 students in the Five-year B.A./M.A. program
^{^^} 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 College 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 College. 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. 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.

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 College with a **B.A.** in their chosen major (e.g. chemistry, biology, mathematics), **K-12 Teaching Certification** in their major or **K-5 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
60-hour field requirement
- ED 449S Instructional Design II (3)* or 449E Instructional Design II
60-hour field requirement
- ED 575 Ethics, Education, and Society (3)
- 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)

Subject specific coursework at the graduate level (6)

**For students in this program, these three courses will be considered graduate level, and, therefore, will be expected to complete additional assignments.*

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

- Students who enter the program as of September 2008 will be required to register for ED 680 Internship in Educational Administration in the semester they take ED 686/687 Problem-based Inquiry in Educational Administration I & II.
- 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
- Two professional references
- Personal interview with the Program Coordinator
- Writing sample: In lieu of the statement of objectives on the application, explain in a typed essay of at least 750 words why you wish to be a school principal; the leadership experiences you have had; and what specific leadership traits you believe you possess that would support your potential success as a principal.

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: Effective with program admission in fall 2008, 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 experience under appropriate New Jersey teacher certification is necessary to begin program.

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

Transfer of Graduate Credit

Caldwell College 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 College. 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. 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.

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 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
- Personal interview with the Program Coordinator
- Writing sample: In lieu of the statement of objectives on the application, explain in a typed essay of at least 750 words why you wish to be a school principal; the leadership experiences you have had; and what specific leadership traits you believe you possess that would support your potential success as a principal.

Admission Calendar. Due to the demand for this program, the application deadline for the OCLD summer cohort will be on or about June 1, with admission decisions rendered on a rolling basis until all placements are completed. Spaces are filled on a first come-first served basis. Therefore you are encouraged to submit complete application dossiers on or about April 15 to be considered for admission into the summer OCLD cohort. Admission decisions will be made and communicated as completed applications are filed and reviewed. Admission of any candidates who do not meet the usual qualifications but are considered likely to succeed will be on a probationary basis. Depending on the space available, the program coordinator may either place probationary students with the summer cohort or begin their course of study in the fall or spring traditional program. Those placed in the summer cohort must maintain a 3.0 cumulative graduate GPA to be fully admitted. Those placed in fall or spring traditional classes must earn a B or better in each class in order to be admitted to the summer OCLD cohort.

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 college 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 college liaison for ED 680 Internship in Educational Administration.

Transfer of Graduate Credit

Caldwell College 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 College. 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. 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 TEAC 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 LITERACY INSTRUCTION

The M.A. in Literacy Instruction, offered through the Caldwell College Division of Education, is a 30-credit program. Fifteen credits constitute the program's required core courses. Candidates are then required to choose a 15-credit concentration in either reading or writing from the elementary or secondary strands offered. Through selection of appropriate courses, a **Reading Specialist Certification** may also be acquired.

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 K-12 reading and writing development.

ADMISSION REQUIREMENTS

- Formal application to Caldwell College 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 (15 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 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-5 classroom teachers courses that will provide them with an opportunity to concentrate on reading or writing at the elementary (K-5) 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.

Course # Course Title

- +ED 526 The Reading Specialist as Teacher Consultant (3)
- +ED 534 Instruction and Assessment of Writing for Special Needs Students (3)
- +ED 535 Neurophysiological Basis of Learning, Theories of Teaching for Students with Individual Needs (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.

Course # Course Title

- 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 Neurophysiological Basis of Learning, Theories of Teaching for Students with Individual Needs (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 Credits

No more than nine Caldwell College graduate credits may be transferred into this graduate program. No more than three graduate credits will be considered for transfer from another college or university graduate program. All transfer credits are subject to approval by the M.A. in Literacy Instruction program coordinator.

Post-Baccalaureate Teacher Certification Program Courses for Transfer

Certified teachers who have completed the Caldwell College Post-Baccalaureate Teacher Certification Program may, with approval, substitute the following three (3) courses for those listed among the M.A. in Literacy Instruction required and/or concentration courses:

Course #	Course Title	Substitute for:
ED 500	Curriculum Theory and Development (3)	ED 573
ED 505	Student Development and Learning (3)	ED 578
ED 510	Reading and Communication (3)	ED 576

M.A. IN SPECIAL EDUCATION

The 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**. The goal of this program is to give teachers the skills to effectively teach students with disabilities. A required core of 21 credits fulfills the New Jersey Department of Education requirements for a **Teacher of Students with Disabilities Endorsement**. The remaining credits consist of two specialized tracks.

M.A. in Special Education with TOSD Endorsement: For students who are certified educators in Pre-3, K-5 or K-12 and want to specialize in working with children with disabilities and earn the TOSD. (33 credits total)

M.A. in Special Education with TOSD Endorsement and LDT-C Certification: For students currently certified in education and want to specialize in working with children with disabilities and earn a TOSD Endorsement and LDT-C Certification. **These students must have 3 years of documented teaching experience as a teacher with a *STANDARD New Jersey Instructional Certificate*. Letter substantiating this should be submitted on letterhead of school district.** (36 credits total)

ADMISSION REQUIREMENTS

- Minimum undergraduate GPA of 3.0 for program entry
- New Jersey certification in education and completion of three years documented full time successful teaching experience
 - for M.A. in Special Education with LDT-C Endorsement
- Official undergraduate/graduate transcript
- Two professional references
- Writing sample: the writing sample should be an educational paper, related to special education with a minimum of five pages in length
- Personal interview

PROGRAM REQUIREMENTS

Required Core Courses (21 credits):

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

- ED 521 Educational Practices for Students with Disabilities (3)
- ED 523 The History of Special Education and the Law (3)
- ED 525 Academic Assessment and Instructional Planning for Students with Individual Needs (3)
- ED 530 Inclusive Classrooms and Technology (3)
- ED 535 Neurophysiological Basis of Learning, Theories of Teaching for Students with Individual Needs (3)
- ED 539 Behavioral Assessment and Intervention Planning in Special Education (3)
- ED 540 The Special Education Teacher as Collaborator (3)

M.A. in Special Education with TOSD Endorsement –

Additional Required Courses (12 credits):

- ED 564 Diagnosis and Corrections of Reading Difficulties (3)
- ED 568 Remedial Strategies for Students with Learning Disabilities (3)
- ED 610 Education Research I (3)
- ED 611 Education Research II (3)

M.A. in Special Education with TOSD Endorsement and LDT-C Certification –

Additional Required Courses (15 credits)

- ED 559 Psychological Assessment for Learning Disabilities (3)
- ED 568 Remedial Strategies for Students with Learning Disabilities (3)
- ED 613 Methods of Research in Learning Disabilities (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 College will accept the transfer of six graduate credits (master's degree) and three graduate credits (post-baccalaureate degree) provided the credits were completed within five years of previous graduate work at another institution of higher learning. 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.

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.

The M.A. in Special Education with Learning Disabilities Teacher Consultant capstone requirement consists of completion of ED 613 Methods of Research in Learning Disabilities which includes a completed design of a case study in the field along with completion of ED 614 Practicum in LDT-C I and ED 615 Advanced Practicum in LDT-C II which includes a minimum of 90 hours in field experience with a certified LDT-C for degree completion and state endorsement.

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

- Minimum undergraduate GPA of 3.0 for program entry
- **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 transcripts
- Two professional references
- Writing sample: the writing sample should be an educational paper, related to special education with a minimum of five pages in length
- Personal interview

PROGRAM REQUIREMENTS (27 credits)

- ED 521 Educational Practices for Students with Disabilities (3)
- ED 525 Academic Assessment and Instructional Planning for Students with Individual Needs (3)
- ED 530 Inclusive Classrooms and Technology (3)
- ED 535 Neurophysiological Basis of Learning, Theories of Teaching for Students with Individual Needs (3)
- ED 540 The Special Education Teacher as Collaborator (3)
- ED 559 Psychological Assessment for Learning Disabilities (3)
- ED 568 Remedial Strategies for Students with Learning Disabilities (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 College 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 must be submitted at the time of application. Acceptance is pending review of the course and submission of official transcripts to 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 College's Office of Graduate Studies
- 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 Neurophysiological Basis of Learning, Theories of Teaching and Reading for Students with Individual Needs (3)

ED 574 Literature for Children (3)

OR

ED 583 Literature for Adolescents (3)

POST-MASTER SUPERINTENDENT 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
- Personal interview with the program coordinator
- Copy of New Jersey certifications
- Minimum of five years successful teaching experience or its equivalent in New Jersey schools under a standard teaching or appropriate certificate.

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 or TEAC 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 (6 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.

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

ED 675 Communications for School Leaders (3)

ED 678 Managing Human and Material Resources (3)

ED 680 Internship in Educational Administration (3)

**Effective September 1, 2008, the New Jersey Principal Certification will require a 300 hour internship. The internship will therefore be a component of the Post-Master Principal Certification program. The internship is embodied in a new course, ED 680 Internship in Educational Administration. This three credit course will take place over two semesters.*

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, or
- Current enrollment in M.A. in Educational Administration
- 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)

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

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 College's Office of Graduate Studies
- Verification of an earned master's degree through official graduate transcript(s)
- STANDARD New Jersey Instructional Certificate
- Two (2) letters of recommendation
- Writing sample: In lieu of the statement of objectives on the application, include with your application a 1-2 page typed statement of your goals/objectives for entering the ESL 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, Written Proficiency Interview (WPI) 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
- Praxis exam
- Two professional references
- Writing sample: submit the statement of objectives described on the application form
- Personal interview

NOTE: It is highly recommended that the Praxis exam is passed prior to admission. A passing score on the Praxis 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 500 Curriculum Theory and Development (3)
- ED 505 Student Development and Learning (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 Student Teaching (9)
- ED 475 Student Teaching 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-5 (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. Nine (9) credits may transfer into the M.A. in Literacy Instruction program. The MAT or GRE will be waived for students entering either master's 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 CERTIFICATION

This program is designed for a certified teacher who has decided to seek additional certification 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 Endorsement.

ADMISSION REQUIREMENTS

- Minimum undergraduate GPA of 3.0 for program entry
- New Jersey certification in education
- Official undergraduate/graduate transcript
- Two professional references
- Writing sample: the writing sample should be an educational paper, related to special education with a minimum of five pages in length
- Personal interview

PROGRAM REQUIREMENTS (21 credits)

ED 521 Educational Practices for Students with Disabilities (3)

ED 523 The History of Special Education and the Law (3)

ED 525 Academic Assessment and Instructional Planning for Students with Individual Needs (3)

ED 530 Inclusive Classrooms and Technology (3)

ED 535 Neurophysiological Basis of Learning, Theories of Teaching for Students with Individual Needs (3)

ED 539 Behavioral Assessment and Intervention Planning in Special Education (3)

ED 540 The Special Education Teacher as Collaborator (3)

Transfer of Graduate Credit

Caldwell College 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.

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 (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.

ED 500E Curriculum Theory and Development (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 in elementary language arts, social studies, mathematics, and science.

ED 505 Student Development and Learning (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.

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 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 521 Educational Practices for Students with Disabilities (3)

This course is designed to introduce students with the concepts of learning disabilities and the observable characteristics of those who are learning disabled. Students will examine strategies and techniques for teaching children with individualized differences. Students will develop an understanding of a wide range of individualized differences from students with severe disabilities to mild disabilities. Support systems for youngsters with learning problems and their diverse families will also be featured. Research, attitudes, and current practice as they relate to children with individualized differences and special needs will be discussed and analyzed. **The course has a 12-hour field component.**

ED 523 The History of Special Education and the Law (3)

This course will provide instruction in the salient issues involved in the education of students with disabilities. The class will examine the history of special education, pertinent state and federal legislation, and relevant topics in the field. Understanding the Special Education Process, the Individuals with Disabilities Education Act (IDEA), the No Child Left Behind (NCLB) Act, and Individualized Education Programs (IEPs) will be emphasized. **The course has a 12-hour field component.**

ED 525 Academic Assessment and Instructional Planning for Students with Individual Needs (3)

This course examines the assessment process and studies the use of assessment findings to develop learning plans for students in a variety of classroom settings. Administration and analysis of diagnostic technically sound and culturally responsive batteries, views on measurement issues and evaluation of data to make decisions regarding eligibility and instructional planning will be covered. A central part of this course will be the Individual Education Plan (IEP) components and how the IEP is developed and then used to structure the student's learning program. Case study methods will be used to simulate teacher, parent and Child Study Team practices. **The course has a 12-hour field component. Prerequisite: ED 521.**

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 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 Inclusive Classrooms and Technology (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. **The course has a 25-hour field component. Prerequisites: ED 521 and ED 525.**

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 Neurophysiological Basis of Learning, Theories of Teaching for Students with Individual Needs (3)

This course provides a comprehensive examination of theories of learning along with an analysis of the commonalities and diversities among learners. It includes the study of theories of learning, intelligence, reading, learning styles, development and physiological basis of learning. The course further examines how various physical, emotional, and chemical conditions impede development and learning in all areas of the curriculum. It looks at reasons for reading failure, the role of language development in reading failure and the interaction between reading, writing, listening, and speaking. **(12-hour field requirement).**

ED 539 Behavioral Assessment and Intervention Planning in Special Education (3)

This course is designed to teach future special education teachers formal and informal behavioral approaches to assessment and behavior intervention planning for students with disabilities in a variety of educational environments. Students will learn the principles of Applied Behavior Analysis (ABA), including: response definitions, measurement procedures, functional behavior assessment (FBA) and the definitions, measurement procedures, functional behavior assessment (FBA) and the behavior intervention plan (BIP) in compliance with IDEA regulations. The student will understand the theoretical foundations underlying these approaches and will learn how to apply these concepts in their classrooms working collaboratively with the Child Study Team members, other teachers and parents. **The 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. Prerequisite: ED 521.**

ED 559 Psychological Assessment for Learning Disabilities (3)

This course provides advanced training in the identification, evaluation and planning needs for students with disabilities. An overview of tests, applicable to educational psychology and Child Study Team Administration including: WISC, WJPEB, WIAT and other tests utilized in the referral process will be studied. Additional discussion of descriptive statistics, interpretations of results and the appropriate use and misuse of tests and their results and test construction theory will be reviewed. **This course has a 12-hour field component. Prerequisites: ED 521 and ED 525.**

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 521.**

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-5 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 and the Literature Circles Model will be part of this course.

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 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. **Prerequisite: ED 599.**

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 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. **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 \$60.00. **Prerequisite: ED 610.**

ED 613 Methods of Research in Learning Disabilities (3)

This course represents a capstone course for Graduate Students in Special Education acquiring Learning Disabilities Teacher Consultant endorsement. It 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 case studies will be analyzed to engage the student in the above methodologies. A final project will conclude a design case study and analytical report of findings. **This course must be taken simultaneously with either ED 614 or ED 615 Practicum courses (corequisite). Prerequisites: ED 521, ED 523, ED 525, ED 530, ED 535, ED 539, ED 540, ED 559, ED 568.**

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 College Supervisor.) Prerequisites: ED 521, ED 525, ED 530, ED 535, ED 540, ED 559, ED 568 (M.A. Program also needs: ED 523, 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.) Prerequisites: ED 521, ED 525, ED 530, ED 535, ED 540, ED 559, ED 568, ED 614 (M.A. Program also needs ED 523, ED 539).**

ED 616 Quantitative & 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 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 College Division of Education college supervisor. Along with a reflective journal indicating areas of professional growth, the student will also be required to complete an approved action research project. This course must be the last course completed in the program's sequence. **(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 & 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 college 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 college 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.

Department of Psychology and Counseling

Stacey Solomon, Ph.D., LPC, Department Chair and Program Coordinator

Sr. Catherine Waters, O.P., Ph.D., LPC, Program Coordinator

Marie Wilson, Ph.D., ATR-BC, LPC, Program Coordinator

GRADUATE PROGRAMS IN COUNSELING

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



Caldwell College is pleased to announce that two of its Graduate Programs in Counseling have received accreditation from The Council for Accreditation of Counseling and Related Education Programs (CACREP).

ACADEMIC OPTIONS

M.A. in Counseling

- Art Therapy Specialization
- Mental Health Counseling Specialization – CACREP-Accredited
- School Counseling Specialization – CACREP-Accredited

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

Post-Graduate M.A. in Art Therapy

Post-Master Director of School

Post-Master Professional Counselor Licensing Credits

Post-Master School Counseling Specialization

M.A. IN COUNSELING WITH ART THERAPY SPECIALIZATION

The M.A. in Counseling with Art Therapy Specialization is a rigorous 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 counseling model, reflected in educational philosophy, course reading and course content. The art therapy specialization is designed in accordance with the standards established by the American Art Therapy Association (AATA) and the Council for Accreditation of Counseling and Related Programs (CACREP) for Clinical Mental Health Counselors. This program is approved by the American Art Therapy Association and meets educational requirements for registration as an art therapist with the completion of an additional 1000 supervised clinical hours. The program also meets educational requirements for licensure as a Professional Counselor in many states. Since counseling requirements differ from state to state, potential applicants are advised to contact their state licensing boards for requirements.

Graduate art therapy courses at Caldwell College are a combination of didactic and experiential teaching methods, blending theory and practice. Successful completion of this program includes the requirement that students pass written and oral comprehensive examinations in addition to the prescribed course work and practica/internship requirements.

ADMISSION REQUIREMENTS

- A completed application (on paper or online)
- A minimum undergraduate GPA of 3.2
- Bachelor's-level course work in psychology, accruing at least 15 credits, including Psychological Statistics, Experimental Psychology, Psychopathology, Human Development and either of the following: General Psychology or Personality Theory with at least a C in each
- Official undergraduate/graduate transcripts
- GRE or the Miller Analogies Test (MAT) are optional
- Writing sample: In lieu of the statement of objectives on the application, submit 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. At the coordinator's discretion, other subject matter and/or formatting may be considered if the candidate has limited psychology coursework.
- 18 credits in studio art course, including course work in drawing, painting, and three dimensional work
- Art portfolio of 10-15 pieces, slides, or digital copies evidencing proficiency in different media
- Two letters of recommendation for graduate study, preferably from former professors or current employer
- Personal Interview

PROGRAM REQUIREMENTS

Art Therapy Specialization (63 credits)

Required Courses in Counseling/Counseling Art Therapy (39 credits)

- CAT 504 Counseling Theory and Practice for Art Therapists I (3)
- CAT 505 Counseling Theory and Practice for Art Therapists II (3)
- CAT 509 Cultural Diversity in Counseling for Art Therapists (3)
- CPS 510 Research Methods (3)
- CPS 520 Introduction to Mental Health Counseling (3)
- CPS 535 Biopsychology (3)
- CPS 545 Legal and Ethical Issues in Counseling (3)
- CPS 575 Psychopathology and Assessment I (3)
- CPS 585 Psychopathology and Assessment II (3)
- CAT 612 Counseling with Children and Adolescents for Art Therapists (3)
- CAT 617 Group Dynamics in Counseling for Art Therapists (3)
- CPS 633 Career Counseling (3)
- CPS 667 Lifespan Development (3)

Required Courses in Art Therapy (9 credits)

- CAT 501 History and Development of Art Therapy (3)
- CAT 507 Art Therapy Methods in Counseling (3)
- CAT 607 Art-based Assessment in Counseling (3)

Required Practicum Experience (9 credits — 800 hours)

- CPS 590 Counseling Practicum (3)
- CAT 601 Internship in Mental Health/Art Therapy I (1)
- CAT 602 Internship in Mental Health/Art Therapy II (1)
- CAT 603 Advanced Internship in Mental Health/Art Therapy I (2)
- CAT 604 Advanced Internship in Mental Health/Art Therapy II (2)

Electives (6 credits with advisement)

- CAT 615 Spirituality in Counseling for Art Therapists (3)
- CPS 619 Counseling Practice Seminar: Cognitive & Behavior Theories (3)
- 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)

Practicum Screening Requirements

Practica and internships are the culminating experience in counselor education, preparing students to apply classroom learning to real world concerns. Success in these courses is a requirement for graduation. Some placement sites require certain types of health and other screening in order to protect their vulnerable populations.

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 within 30 days of placement in some facilities. All screenings are the student's responsibility; the Program Coordinator can assist in identifying practicum/internship sites.

Transfer of Graduate Credit

Caldwell College may accept the transfer of 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. Each request for transfer credit will be reviewed by the Program Coordinator.

STATEMENT OF OUTCOMES ASSESSMENT

The graduate art therapy program uses a combination of assessment measures to evaluate student learning and competency. Mid-term and final exams; research papers that assess students' writing skills, ability to integrate theory with course material, and ability to do research, literature searches, and case studies; specific art projects that assess integration of psychological principles with personal experience; and assessments with actual clients in at least 800 hours of supervised practicum experience that demonstrates professional aptitude and an ability to integrate theory and practice. Like all M.A. in Counseling graduates, earning the degree with an Art Therapy Specialization requires successful completion of 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 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, including treatment approaches, learning, individual behavior, personality, group processes, human development, psychopathology (abnormal behavior), the role of culture, gender, and spirituality, and the biological basis of behavior, among other areas.
- An understanding of counseling and art therapy research, including experimental, quasi-experimental, and non-experimental designs, particularly as they pertain to treatment of psychological disorders.
- Ability to read and evaluate reports of psychological research.
- Ability to write clearly about therapeutic content and to be able to communicate it effectively.
- Ability to integrate art therapy theory and practice within a counseling framework.
- An understanding of the selection and implementation of appropriate art therapy and psychological methods of assessment and evaluation.

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, program requirements adhere to CACREP standards for Clinical Mental Health Counselors. This program requires that students complete prescribed coursework, practica 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; July 1 – Fall; December 1 – Spring*

- 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/graduate transcripts
- Satisfactory scores on either the GRE general test or the Miller Analogies Test (MAT)
- Submission of either the GRE general test or the Miller Analogies Test (MAT) is optional
- Writing sample: In lieu of the statement of objectives on the application, submit 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)
(Prerequisites are in italics to the right of course's name)

Required Courses (24 credits)

CPS 510 Research Methods & Statistics

CPS 545 Legal and Ethical Issues in Counseling

CPS 557 Counseling Theory and Practice

- CPS 613 Techniques of Individual Counseling (557)
- CPS 633 Career Counseling
- CPS 653 Multicultural Counseling
- CPS 663 Group Counseling: Dynamics & Practice
- CPS 667 Lifespan Development

MH Specialization Requirements (18 credits)

- CPS 520 Introduction to Mental Health Counseling
- CPS 535 Biopsychology
- CPS 575 Psychopathology and Assessment I (557)
- CPS 585 Psychopathology and Assessment II (575)
- CPS 647 Counseling and Spirituality
- CPS 673 Foundations of Brief Counseling (557)

Required Practicum/Internship Experiences (9 credits)

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

AND

- CPS 688a Counseling Internship I – 3 credits (590)
- CPS 688b Counseling Internship II – 3 credits (688a) **OR**
- CPS 690a Counseling Internship I – 2 credits (590)
- CPS 690b Counseling Internship II – 2 credits (690a)
- CPS 690c Counseling Internship III – 2 credits (690b)

Electives (9 credits) with advisement

- CPS 525 Personality Theories
- CPS 619 Counseling Practice Seminar: Cognitive & Behavior Theories (557, 613)
- CPS 623 Marriage and Family Counseling
- CPS 627 Psychopharmacology for Mental Health Professionals
- CPS 637 Substance Abuse Counseling
- CPS 643 Counseling Children & Adolescents
- CPS 657 Issues of Grief in Counseling
- CPS 670 Principles of Counselor Supervision (688b)
- CPS 677 Sexual Issues in Counseling
- CPS 689 Advanced Seminar in REBT (557)
- CPS 699 Special Topics in Counseling

Practicum/Internship Screening Requirements

Practica and internships are the culminating experiences in counselor education, preparing students to apply classroom learning to real world concerns. Success in these courses is a requirement for graduation. The Program Coordinator can assist in identifying practicum/internship sites. Some placement sites require health and other screening for the protection of vulnerable populations. Criminal background 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 College may accept the transfer of six credits of relevant graduate work in counseling or psychology, provided the credits were completed within five years of the student's graduate registration at Caldwell College. 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 grade earned in the course. Each request for transfer credit will be reviewed by the Program Coordinator.

STATEMENT OF OUTCOMES ASSESSMENT

Students wishing to earn this M.A. in Counseling with Mental Health Counseling Specialization must demonstrate professional 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.

In addition, 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 submitted to two 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, including diagnosis and evidence-based treatment methodologies, individual behavior, personality, group process, human development, psychopathology, the role of culture, gender, spirituality, and the biological bases of behavior, among other areas.
- An understanding of counseling research, including experimental, quasi-experimental, and non-experimental designs, particularly as they pertain to treatment of mental/emotional disorders.
- Ability to read, evaluate and utilize reports of psychological and counseling research.
- Ability to write clearly about counseling concerns and treatment and to communicate effectively.

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

The M.A. in Counseling with School Counseling Specialization is for qualified individuals who wish to pursue the profession of School Counselor. Upon completion of the program, students will have met the N.J. Department of Education (DOE) requirements for the credential of 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

- 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: In lieu of the statement of objectives on the application, submit 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)

(Prerequisites are in italics to the right of course's name)

Required Core Courses (24 credits)

CPS 505 College and Career Counseling for School Counselors

CPS 510 Research Methods & Statistics

CPS 545 Legal and Ethical Issues in Counseling

CPS 557 Counseling Theory and Practice

CPS 613 Techniques of Individual Counseling (557)

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 & Practices in Schools
- *Psychology Courses (3 credits)*
ED 505 Student Development & Learning **OR**
ED 521 Overview of Students in Special Education*

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 (*590*)

CPS 688b Counseling Internship II – 3 credits (*688a*) **OR**

CPS 690a Counseling Internship I – 2 credits (*590*)

CPS 690b Counseling Internship II – 2 credits (*690a*)

CPS 690c Counseling Internship III – 2 credits (*690b*)

Electives (3 credits with advisement)

CPS 575 Psychopathology and Assessment I

CPS 623 Marriage and Family Counseling

CPS 637 Substance Abuse Counseling

CPS 643 Counseling Children & 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

Practica 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. Some placement sites require certain types of health and other screening in order to protect their vulnerable populations. Criminal background and drug screening may be required within 30 days of placement in some facilities. All screenings are the student's responsibility; the Program Coordinator can assist in identifying practicum/internship sites.

Transfer of Graduate Credit

Caldwell College will accept the transfer of 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 College. 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. Each request for transfer credit will be reviewed by the Program Coordinator.

STATEMENT OF OUTCOMES ASSESSMENT

Students who complete this M.A. in Counseling with School Counseling Specialization must demonstrate professional aptitude and an ability to integrate theory and practice by completing a nine-credit supervised counseling practicum and internship experience, 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 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 school counseling, including counseling approaches, learning, individual behavior, personality, group processes, human development, psychopathology (abnormal behavior), the role of culture, gender, and spirituality, among other areas.
- An understanding of counseling research, including experimental, quasi-experimental, and non-experimental designs, particularly as they pertain to counseling outcomes.
- Ability to read and evaluate reports of counseling and psychological research.
- 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 (All Options)

Highly qualified undergraduate psychology majors at Caldwell College 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 undergraduate B.A. in Psychology with the graduate M.A. in Counseling. It is designed to facilitate the ongoing academic accomplishments of students who have established a record of excellence at the undergraduate level. This program is available for all three counseling tracks: Mental Health Counseling Specialization, School Counseling Specialization, and Art Therapy Specialization. Acceptance into the program will allow up to 12 counseling credits to be "double-counted." That is, credits will count towards both the B.A. in Psychology and later, the M.A. in Counseling. The student pays undergraduate tuition for graduate courses taken prior to completing the bachelor's degree, which is awarded upon completion of the bachelor's requirements. The credits to be double-counted will be designated as "applicable to the graduate degree" only after the student receives the bachelor's degree and matriculates into 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 that case, Caldwell College will only count the credits towards the student's undergraduate degree.

ADMISSION REQUIREMENTS

Applicants must have completed at least 60 undergraduate credits before they may be admitted into the combined program. Students may apply in the semester prior to the semester 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 undergraduate psychology courses, some of which are prerequisites to entering the master's programs, may not be substituted.

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 402 Experimental Psychology, and PS 309 Psychopathology, as well as two courses from the following: PS 150/207 General Psychology, PS 232 Psychology of Personality and a course in human development. Students who wish to pursue the School Counseling Specialization should have completed PS 208 Psychological Statistics and PS 402 Experimental Psychology, and one of the following: child/adolescent development or another course in human development (or their equivalents, if the student has transferred to Caldwell College).

Students in the double major in psychology and art who wish to pursue the art therapy specialization should have completed PS 150/207 General Psychology, PS 208 Psychological Statistics, PS 232 Psychology of Personality and either PS 309

Psychopathology OR a course in human development (PS 211, PS 216) as well as AR 111 Drawing, AR 113 2D Design and AR 118 3D Design (or their equivalent if the student has transferred to Caldwell College).

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 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.

Undergraduate students majoring in psychology as a double major with the Art Therapy Specialization should also have completed AR 111 Drawing, AR 113 2D Design, and AR 118 3D Design (or their equivalent if the student has transferred to Caldwell College).

Applicants must 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.

PROGRAM REQUIREMENTS

Undergraduate 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:

<u>Waive or In Place of (Undergraduate)</u>	<u>Substitute (Graduate)</u>
PS 210 Child Psychopathology	CPS 575 Psychopathology & Assessment I (Not for School Counseling)
PS 304 Biopsychology	CPS 535 Biopsychology (Not for School Counseling)
PS 318 Cross-Cultural Counseling	CPS 653 Multicultural 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:

<u>Waive or In Place of (Undergraduate)</u>	<u>Substitute (Graduate)</u>
PS 310 Career Counseling	CPS 633 Career Counseling
PS 313 Counseling Psychology	CPS 520 Introduction to Mental Health Counseling

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

<u>Waive or In Place of (Undergraduate)</u>	<u>Substitute (Graduate)</u>
PS 310 Career Counseling	CPS 633 Career Counseling
AT 310 Art Therapy Methods	CAT 507 Art Therapy Methods in Counseling
AT 320 Art Therapy in Practice	CAT 501 History & Development of Art Therapy
	One elective with advisement

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:

<u>Waive or In Place of (Undergraduate)</u>	<u>Substitute (Graduate)</u>
PS 310 Career Counseling	CPS 505 College and Career Counseling for School Counselors
PS 313 Counseling Psychology	CPS 500 Introduction to School Counseling
PS 201 Human Growth and Development	CPS 667 Lifespan Development

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 field and who are interested in pursuing a career in art therapy. This 36-credit M.A. in Art Therapy will benefit the work of teachers, nurses, counselors, social workers, and others in the mental health professions. Graduate art therapy courses fulfill the educational requirements for registration as an Art Therapist (under Option B). Graduates will need an additional 1500 hours of supervised clinical work in art therapy 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
- Twelve graduate or undergraduate credits in counseling or psychology, to include Introduction to Psychology, Personality Theory, Human Development, and Psychopathology
- Official graduate transcript(s)
- One letter of recommendation
- Personal Interview
- 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 504 Counseling Theory and Practice for Art Therapists I (3)
- CAT 505 Counseling Theory and Practice for Art Therapists II (3)
- CAT 507 Art Therapy Methods in Counseling (3)
- CAT 509 Cultural Diversity in Counseling for Art Therapists (3)
- CAT 607 Art-based Assessment in Counseling (3)
- CAT 612 Counseling with Children and Adolescents for Art Therapists (3)
- CAT 617 Group Dynamics in Counseling for Art Therapists (3)

Required Practicum Experience in Art Therapy (6 credits — 700 Hours)

- CAT 601 Internship in Mental Health/Art Therapy I (1)
- CAT 602 Internship in Mental Health/Art Therapy II (1)
- CAT 603 Advanced Internship in Mental Health/Art Therapy I (2)
- CAT 604 Advanced Internship in Mental Health/Art Therapy II (2)

Approved Electives (6 credits with advisement)

- CPS 510 Survey of Research Methods (3)
- CPS 575 Psychopathology & Assessment I (3)
- CPS 585 Psychopathology & Assessment II (3)
- CAT 615 Spirituality in Counseling for Art Therapists (3)
- CAT 640 Advanced Studio in Art Therapy (3)

Thesis (non-credit)

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. Students will be expected to demonstrate competency in fundamental principles of art therapy practice.

Transfer of Graduate Credit

Caldwell College may accept the transfer of 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 College. 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. Each request for transfer credit will be reviewed by the Program Coordinators.

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 one 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 College 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
- Writing sample: In lieu of the statement of objectives on the application, submit a research-based paper of at least 5-10 pages that was previously submitted in an undergraduate or graduate counseling or psychology course. APA style preferred.

PROGRAM REQUIREMENTS (12 credits)

- ED 650 Curriculum Leadership (3)
- ED 671 Foundations of Pre-K–12 Administration & 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 wish to become a 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.

Students who have earned an M.A. 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 review of the individual candidates' official graduate transcript(s). The Program Coordinator will assist the candidate in planning for the completion of areas/courses needed to satisfy educational requirements for licensing in New Jersey.

ADMISSION REQUIREMENTS

- A completed application (on paper or online)
- M.A. in Counseling, M.A. in Counseling Psychology or M.A. in Counselor Education
- Official graduate transcript(s)
- One letter of recommendation
- Writing sample: In lieu of the statement of objectives on the application, submit a research-based paper of 5-10 pages that was previously submitted in a graduate counseling course. APA style preferred.
- Personal interview

Post-Master applicants who completed an M.A. in Counseling at Caldwell College

- Request of the registrar that their graduate transcript be sent to the Office of Graduate Studies
- Participate in an individual interview with the Program Coordinator or a group interview in order to plan future coursework

These applicants may omit:

- Letter of recommendation
- Writing sample

POST-MASTER SCHOOL COUNSELING SPECIALIZATION

This program is intended for professionals with an M.A. in Counseling or a closely related field. Students 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 of their official graduate transcript(s). 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
- Writing sample: In lieu of the statement of objectives on the application, submit a research-based paper of at least 5-10 pages that was previously submitted in a graduate course. APA style preferred. Other subject matter and/or formatting may be considered if the candidate has limited counseling-related coursework.
- Personal Interview

Post-Master applicants who completed an M.A. in Counseling at Caldwell College

- Request of the registrar that their graduate transcript be sent to the Office of Graduate Studies
- Participate in an interview with the Program Coordinator in order to plan future coursework

These applicants may omit:

- Letter of recommendation
- Writing sample

Art Therapy 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 504 Counseling Theory and Practice in Art Therapy I (3)

A survey of major theoretical models of counseling and their application to the practice of art therapy with emphasis on psychodynamic, humanistic, and cognitive-behavioral approaches.

Prerequisite: CAT 501.

CAT 505 Counseling Theory and Practice in Art Therapy II (3)

Application of counseling techniques in art therapy with emphasis on the therapeutic process with different age groups, populations, and treatment settings. **Prerequisite:** CAT 504.

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 Diversity in Counseling for Art Therapists (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. **Prerequisites:** CAT 501, CAT 507.

CAT 601 Practicum in Art Therapy I (1)

CAT 602 Practicum in Art Therapy II (1)

CAT 603 Advanced Practicum in Art Therapy I (2)

CAT 604 Advanced Practicum in Art Therapy II (2)

The Practica (601-602) and Advanced Practica (603-604) experiences are designed to offer 700 hours of structured opportunities for direct client contact with progressively responsible leadership in art therapy treatment. Students are supervised by qualified art therapy professionals in settings approved by the Graduate Art Therapy Practica Coordinator. Students will gain practice in performing the work of art therapists, providing direct service and applying classroom learning to real world concerns under close supervision. Prior to initiating these courses, students will be informed of practicum policies and will indicate their agreement to uphold practicum standards. A professional liability insurance fee may be billed with each practicum course, and individual sites may require other assurances, for example health screening or background checks.

CAT 601 provides students with the opportunity to observe and assist an art therapy site supervisor with limited clinical responsibilities. **Prerequisites:** CAT 501, CAT 504.

CAT 602 allows for greater independence, co-facilitation of groups and some individualized work with clients. Students will be expected to take a more active role in team meetings, treatment planning, and documentation. **Prerequisite:** CAT 601.

CAT 603-604 serve as a clinical training designed to structure the student, help to form professional identity, and further integrate theoretical and practical learning experience. The role of the advanced art therapy practicum student is that of "professional in training." Clear success in the Advanced Practica is a requirement for graduation. **Prerequisite:** CAT 602.

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:** CPS 575, CPS 585, CAT 505, CAT 507.

CAT 609 Family Dynamics in Counseling for Art Therapists (3)

This course examines theoretical models of family therapy and their application to the practice of art therapy. Students are introduced to specific techniques and skills associated with major approaches, including structural, strategic and systems theory, as well as strategies that address cultural and ethical considerations. **Prerequisite:** CAT 501.

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, CPS 667.

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 Dynamics in Counseling for Art Therapists (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 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.

CAT 698 Seminar in Special Topics (1-3)

Addresses current theoretical and practical issues in art therapy which are not directly addressed by other courses. The course provides an opportunity for an in-depth understanding of particular art therapy-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.

CAT 700 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.**

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 Counselor Association's National Standards for School Counseling: Academic, Career, and Personal/Social.

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 & 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 environments associated with culture, spirituality, gender, and other defining client characteristics, including the importance of self-care. The course introduces the requirements of CACREP Standards for 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 professional counselors in private practice, agencies, schools, etc, as well as the ethical standards for art therapists. In addition to emphasis on the ACA Code of Ethics, students learn to use the codes of ethics of their program specializations in order to become adept at ethical decision-making in their future profession(s).

CPS 557 Counseling Theory and Practice (3)

Examines theoretical and practice dimensions of major therapeutic approaches. 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 & Practices in Schools (3)

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.

CPS 570 The School Counselor & 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 575 Psychopathology and Assessment I (3)

Provides an advanced study of child and adolescent abnormal psychological processes, behavior, etiology, symptomology, assessment and treatment. Emphasis is placed upon cognitive and behavioral appraisal procedures and techniques. Students are prepared to use the DSM-IV and other appraisal measures and tools for understanding clients in varying settings and for the counselor's treatment planning. **Prerequisite: CPS 557.**

CPS 585 Psychopathology and Assessment II (3)

Undertakes the advanced study of adult abnormal psychological processes, behavior, etiology, symptomology, assessment and treatment. Emphasis is placed upon cognitive and behavioral appraisal procedures and techniques. Students are prepared to use the DSM-IV and other appraisal measures and tools for understanding client needs in varying settings, and for the counselor's treatment planning. **Prerequisite: CPS 575.**

CPS 590 Counseling Practicum (3)

Requires a minimum of 100 hours to be spent in an advanced level of supervised 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 Manual for the Practicum Experience* is available online and every student should download that document. Each student obtains professional liability insurance from the college. Students are responsible to comply with site requirements for health screening or background checks. Advisor approval is required. **Prerequisites: Indicated on Practicum Application.**

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. **Prerequisite: CPS 557.**

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, 613.**

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 for Mental Health Professionals (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 emotional 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, resume-writing, 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)

Focuses on the phenomenon of addiction, including its psychology, biology, pharmacology and the treatment of substance abuse. Students will become familiar with variety of substances of abuse and their impact on users and their families. Currently accepted interventions will also be studied and practiced.

CPS 643 Counseling Children & Adolescents (3)

Focuses on the particular assessment and therapeutic skills used when working with children 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. Consideration of the role of family is an integral part of learning to work with children.

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 possible 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.

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, 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 research and share in-depth study of cultures 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 its impact 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 various 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.

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 other elements integral to a supervisor's job functions: the identification of service needs, advocacy, the importance of building and maintaining relationships with supervisory peers and superiors, the ethical and legal reasons for providing quality professional development to ensure a competent staff, and the contextual and political dimensions of a supervisor's role. Critical to success as a supervisor is a commitment to self-management. **Prerequisite: CPS 688b.**

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. **Prerequisite: CPS 557.**

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 & II (3 credits each) OR**CPS 690a, 690b, and 690c Counseling Internship I, II, & 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 a supervised setting reflective of their professional goals (mental health or school setting). The setting shall provide an advanced level of supervised practical 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 – whether in agencies, hospitals, or schools. Success in the internship is a requirement for graduation. Weekly class meetings provide group supervision by faculty and a shared learning process. Prior to initiating this course, students will be informed of internship policies and will indicate their agreement to uphold internship standards. Each student obtains professional liability insurance from the college and individual sites may require other assurances, for example, fingerprinting, health screening or background checks. Advisor approval required. **Prerequisite: CPS 590 precedes internship courses.**

CPS 689 Advanced Seminar in Rational Emotive Behavior Therapy (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. **Prerequisite: CPS 557.**

CPS 699 Special Topics in Counseling (1-3)

Addresses current theoretical and practical issues in counseling which are not 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 faculty interest and choice and/or student requests.

CPS 700 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.

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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

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Jennings Library: 973-618-3497 (Reference)

Office of the Registrar: 973-618-3282 or 973-618-3292; registrar@caldwell.edu

FALL SEMESTER – 2012

August	22	Graduate New Student Orientation
	25	Adult Undergraduate Student Orientation
	25-27	Freshman Orientation
	27	Evening Classes Begins (4:15 p.m.)
	28	Day Classes Begin (8:30 a.m.)
September	3	Labor Day (No Classes)
	6	Last Day for Add/Drop of Classes
	8	Saturday Class Begins (8:00 a.m.)
	18	Incomplete Grades from Spring 2012 Due in Registrar's Office
October	8-9	Columbus Day Break (No Classes)
	24	Mid-Term Progress Report Due
November	1	Last Day to Withdraw from Class with a Grade of "W"
	1	Deadline for Applications for May 2013 Degree Completion
	5	Spring/Winter Registration Material Available
	12	Spring/Winter Registration Begins
	19	Last Day to Withdraw from Class
	21	Thanksgiving Recess Begins at 4:15 p.m. (No Evening Classes)
	22-23	Thanksgiving Recess (No Classes)
	24	No Saturday Classes
26	Classes Resume	
December	3	Incomplete Grades from Summer 2012 Due in Registrar's Office
	8	Last Day of Classes
	10-15	Final Exams

September 8 – October 20 Accelerated Program Session A

September 15	Last Day for Add/Drop of Class
September 22	Last Day to Withdraw from Class

October 27 – December 15 Accelerated Program Session B

November 3	Last Day for Add/Drop of Class
November 10	Last Day to Withdraw from Class
November 24	No Class

September 8 – December 15 Post Bac Saturday Classes

September 15	Last Day for Add/Drop of Class
October 20	Last Day to Withdraw Class with a Grade of "W"
November 24	No Class
November 26	Last Day to Withdraw from Class
December 15	Final Exams

SPRING SEMESTER – 2013

January	2	Winter Session Begins
	16	Graduate New Student Orientation
	18	Winter Session Ends
	19	Adult Undergraduate Semester Orientation
	21	Martin Luther King Jr. Holiday (No Classes)
	22	Day Classes Begin (8:30 a.m.)
	22	Evening Classes Begin (4:15 p.m.)
	26	Saturday Classes Begin (8:00 a.m.)
	30	Last Day to Add/Drop of Classes
February	1	Deadline for Applications for August 2013 Degree Completion
	18-19	President's Break – College Closed
	20	Classes resume
March	6	Mid-Term Progress Report Due
	15	Last Day to Withdraw from Class with a Grade of "W"
	23	Semester/Easter Break Begins
	30	No Saturday Classes
April	1	Semester Break Ends – Evening Classes Resume (4:15 p.m.)
	2	Day Classes Resume (8:30 a.m.)
	8	Summer/Fall Registration Materials Available
	15	Summer/Fall Registration Begins
	15	Incomplete Grades for Fall 2012 Due in Registrar's Office
	22	Last Day to Withdraw from Classes
May	1	Deadline for Applications for December 2013 Degree Completion
	1	Incomplete Grades for Winter 2013 Due in Registrar's Office
	2	Last Day of Classes
	3	Friday Final Examinations
	4	Adult Undergraduate Semester Orientation
	4	Saturday Final Examinations
	6-9	Final Examinations
	11	Commencement

January 26 – March 9 Accelerated Program Session A

January 26	Classes Begin
February 2	Last Day for Add/Drop of Class
February 9	Last Day to Withdraw from Class
March 9	Last Day of Classes/Final Exams

March 16 – May 4 Accelerated Program Session B

March 16	Classes Begin
March 26	Last Day for Add/Drop of Class
March 30	Easter/Spring Break – No Classes
April 6	Last Day to Withdraw from Class
May 4	Last Day of Classes/Final Exams

January 26 – May 4 Post Bac. Saturday Classes

January 28	Classes Begin
February 2	Last Day for Add/Drop of Class
March 9	Last Day to Withdraw from Class
March 30	Easter/Spring Break – No Classes
May 4	Final Exams

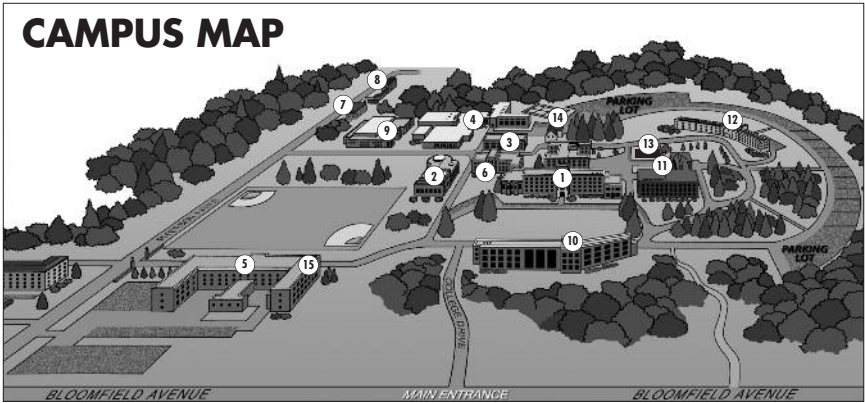
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Caldwell College reserves the right to make changes in policy, regulations, and fees, as circumstances dictate, subsequent to publication. Students are expected to have knowledge of the information presented in this publication and in other college publications, as well as officially posted.



Please use Bloomfield Avenue entrance.

Map Key:

- | | |
|-------------------------------------|---|
| ① Rosary Hall/Aquinas Hall | ⑨ Newman Center/Admissions |
| ② Jennings Library/Alumni Theatre | ⑩ Dominican Hall |
| ③ Albertus Magnus Hall/Raymond Hall | ⑪ Motherhouse |
| ④ Student Center/Visceglia Hall | ⑫ St. Catherine Convent/Health Care Facility |
| ⑤ Mother Joseph Residence Hall | ⑬ Mount Saint Dominic Athletic Center |
| ⑥ Werner Hall | ⑭ Angelica Hall |
| ⑦ President's House | ⑮ Center for Autism and Applied Behavior Analysis |
| ⑧ 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 College is served by Decamp Bus #33 and New Jersey Transit Bus #29.



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