

# Office of Graduate Studies

## Schedule of Classes

Fall 2006



Please note that course information may change after course booklets have gone to print. You are encouraged to regularly check the bulletin board outside the Office of Graduate Studies for updates. Current course information is also available online, at <http://www.caldwell.edu/graduate/offering.htm> or through the course search function at <https://as400.caldwell.edu/cgi-bin/login.mbr/login>.

## **HOW TO REGISTER**

Registration materials for the Fall 2006 semester become available on March 31, 2006; the registration period begins **Monday, April 10**. Students are advised to register early to assure their place in class. You can register in one of two ways. Unless you are a new student, you are strongly encouraged to register online—please consult the “Web Registration” section near the end of this booklet to learn how to access the web-based registration module. Or you may register using the paper form on the inside back cover of this booklet; the booklet is available from the Office of Graduate Studies or online. Be sure to complete all information, sign the form, and return it to the Office of Graduate Studies by mail, in person (Monday-Friday, 8:30 am–4:30 pm), or by fax (973-618-3640). **Keep in mind that you may register only for courses in programs to which you have been admitted or been given visiting status.**

If you wish to schedule an appointment with your advisor to review your status, please call 973-618-3408 to arrange a mutually convenient time. After you register, you will receive a tuition bill payable by the due date. If you need to drop or add a course or make other schedule changes after you have registered, **you must contact the Office of Graduate Studies to initiate the process.**

The registration calendar appears below. All Fall registrations after August 9 will require payment at the time of registration. Please note that the applications from new students or to enter a new program will be accepted no later than **August 21**.

<u>REGISTRATION AND PAYMENT CALENDAR</u>	
FALL 2006	
Registration materials available	March 31
Registration begins	April 10
Online registration	April 10 (12:01 am)–August 9 (11:59 pm)
Hard-copy registration	April 10–September 6 ( <i>only with payment after August 9</i> )
Bills mailed	Mid-July
Payment due	August 10 ( <i>accelerated B due October 13</i> )
Registration with payment only	August 10–September 6
Classes begin	August 28
Add-Drop period	Ends September 6

**Students who have outstanding financial obligations to the College and/or have not submitted required health forms will not be permitted to register.** Registered students whose financial obligations to the College have not been met by the first week of classes or whose health forms have not been submitted will be removed from class rosters.

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

## **HEALTH REQUIREMENTS**

**All** students born in 1957 or later are required by NJ State Law to submit documentation of immunity to measles, mumps, and rubella. Students born before 1957 must submit instead a copy of their birth certificate. All documents must be submitted to the Health Services Office in the Mother Joseph Residence Hall, where there is also a drop box; Health Services is not responsible for records submitted to other departments or offices. Immunization forms may be obtained in the Health Office or the Office of Graduate Studies. Call 973-618-3319 with any questions. **Failure to comply with the state's requirements will result in cancellation of registration and exclusion from class.**

## **FINANCIAL AID**

Financial aid in the form of the Federal Stafford Loan is available to graduate students who are carrying at least six credits per semester. Students wishing to apply for financial aid must file the Free Application for Federal Student Aid (FAFSA) at least six weeks before the intended start date. For a FAFSA form and more information, please contact the Office of Financial Aid: in Room 101 in the Administration Building, 973-618-3221.

## **TUITION AND FEES**

Graduate tuition per credit	\$607	Withdrawal Fee	\$10
Late Payment Fee	\$75	Parking Fee	\$25

## **ADD/DROP/WITHDRAWAL**

Students may add, drop, or withdraw from a course within limited timeframes. The fall add/drop period ends September 6. The period for withdrawal with a grade of "W" is September 7–October 13. From October 14–November 10, students who withdraw from a course will receive a grade of WP (Withdrawn Passing) or WF (Withdrawn Failing), based on the instructor's assessment of the student's progress at the time of withdrawal. There is a \$10 fee for withdrawals. Failure to drop or withdraw officially by the deadlines will result in the grade of "F" for the class, and the student remains liable for tuition. *Not attending a class does not constitute official drop or withdrawal, even with notification to the instructor. An official drop or withdrawal form must be processed and approved by the Office of Graduate Studies.*

## **REFUNDS**

If a student files an official drop or withdrawal form with the Office of Graduate Studies, the student will be entitled to a refund according to the following schedule:

Within the first week of class	80%	Within the fourth week of class	25%
Within the second week of class	60%	After four weeks	NO REFUND
Within the third week of class	40%		

## **CANCELLATION OF COURSES**

The College reserves the right to cancel a course in which there is insufficient enrollment, to limit registration, and to change instructors when necessary. *Register early to assure your place and the sufficient size of your preferred classes.*

## **EMERGENCY CLOSINGS**

College closings due to inclement weather will be broadcast on WINS (1010 AM) between 2 pm–6 pm. However it is best to call the College's EMERGENCY CLOSING TELEPHONE NUMBER after 3 pm at 973-618-3100 for an announcement regarding the cancellation of classes. **Please note that cancellation of daytime classes does not necessarily mean that evening classes are also cancelled, and vice-versa.**

## **GRADE REPORTS**

Grade reports are provided online; requests for hard copy reports must be made in writing to the Registrar's Office (not Graduate studies) by mail or fax and must include your ID number.

## **TUITION DISCOUNT INFORMATION**

### **A 10% tuition reduction is extended to:**

- Degree graduates of Caldwell College's undergraduate or graduate division who enroll in graduate courses.
- Graduate students whose spouse, child or siblings are concurrently enrolled at Caldwell College as full time undergraduate students.
- Those residing in the region (Caldwell, North Caldwell, West Caldwell, Roseland, Fairfield, Cedar Grove, Essex Fells and Verona). This discount may not be combined with any other scholarship.

### **A 25% tuition reduction is extended to:**

- Graduates of Caldwell College's undergraduate or graduate division who enroll in undergraduate courses.
- Members of religious orders other than Dominicans.
- Full-time Catholic school teachers, principals, nurses, librarians and other Catholic school employees whose positions ordinarily require state certification. Documentation of employment is required at the point of registration.
- Students matriculating in the MA in Pastoral Ministry program if they are actively involved in the work of the ministry on a paid or volunteer basis in a church-related institution. Documentation of employment or service is required at the point of registration.
- Full-time law enforcement personnel.
- Partnership faculty in the Bloomfield Public Schools - Caldwell College Professional Development School, as designated by BPS.

**A 50%** tuition reduction is extended to those in the Dominican order.

**A 100%** tuition reduction is extended to Caldwell Dominican Sisters.

# ACADEMIC CALENDAR

## Fall 2006

<b>August</b>	TBA	Graduate Orientation
	26	Adult Undergraduate Semester Orientation
	27-28	Freshman Orientation
	28	Class Begins (4:15 p.m.)
<b>September</b>	2	Saturday classes begin (Except Pastoral Ministry)
	4	Labor Day (No Classes)
	6	Last Day for Add/Drop of Classes
	13	Incomplete Grades for Spring 2006 Due in Registrar's Office
<b>October</b>	2	Deadline for Applications for May 2007 Degree Completion
	2	Deadline for Applications for Fall NJ Education Certifications
	9-10	Columbus Day Break
	13	Last Day to Withdraw from Class with a "W"
	25	Mid-Semester Grades Due
<b>November</b>	1	Deadline to Apply for Certificate of Completion of Non-degree Program
	3	Spring/Winter Registration Material Available
	10	Last Day to Withdraw from Class
	13	Spring/Winter Registration Begins
	22	Thanksgiving Recess Begins at 4:15 p.m. (No Evening Classes)
	25	No Saturday Classes
<b>December</b>	1	Incomplete Grades for Summer 2006 Due in Registrar's Office
	9	Last Day of Classes
	11-16	Final Exams

**September 2–October 14      Accelerated Program Session A**

September 9 .....Last Day for Add/Drop of Class  
 September 23 .....Last Day to Withdraw from Class

**October 28–December 16      Accelerated Program Session B**

November 4 .....Last Day for Add/Drop of Class  
 November 18 .....Last Day to Withdraw from Class  
 November 25 .....No Class

# **Student Education Records: Access and Privacy**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- (1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official 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 University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- (2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her 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 consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. 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 responsibility.
- (4) The right to file a complaint with the US Department of Education concerning 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; US Department of Education; 600 Independence Avenue, SW; Washington, DC 20202-4605.

## **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.

# Graduate Course Offerings

## FALL 2006

*Course descriptions follow this schedule. For assistance in selecting courses to satisfy your individual program requirements, see the program descriptions in the Graduate Catalog or on the website or consult with your advisor (the Program Coordinator). The Office of Graduate Studies assists with registration but cannot offer academic advisement.*

### DEPARTMENT OF EDUCATION

**Program Key:** You may register only for courses in programs/specialization tracks for which you have been formally admitted or for which you were given non-matriculated or visiting status.

- MA Curriculum & Instruction: ED 521, 523, 525, 530, 537, 540, 598, 599, 610, 630, 635, 650, 670, 671
- MA Educational Administration: ED 612, 635, 650, 670, 671, 672, 676

**Note: sections 090-091, OCLD students only**

- \*MA Special Education: ED 505, 510, 515, 520, 521, 523, 525, 530, 537, 540, 553, 556, 557, 559, 568, 610
- Post-Bac. Special Education Program: ED 521, 523, 525, 530, 537, 540
- Post-Bac. Teaching Certification: ED 505, 510, 515, 520
- Post-Master's Supervisor Certification: ED 635, 650, 670, 671

**Note: sections 090-091, OCLD students only**

- \*MA Counseling Psychology/School Counseling: ED 505, 521, 557
- \*MA Applied Behavior Analysis: ED 537, 553, 556, 572
- \*Post-Bac. Applied Behavior Analysis Program: ED 537, 553, 556

**\* Program includes Psychology courses—see Psychology listings also**

Course #	Section	Course Title	Credits	Faculty	Day	Time	Room
ED 505	070	Student Development & Learning	3	Barto	Sat	10:50am-1:20pm	6324
ED 505	071	Student Development & Learning	3	Polles	Sat	10:50am-1:20pm	3206
ED 505	072	Student Development & Learning	3	Staff	Sat	8:15am-10:45am	3305
ED 510	070	Reading & Communication	3	Cmielewski	Sat	8:15am-10:45am	6305
ED 510	071	Reading & Communication	3	Fasanella	Sat	10:50am-1:20pm	6305
ED 510	072	Reading & Communication	3	Fasanella	Sat	8:15am-10:45am	6112
ED 515	070	Classroom & Community	3	Barto	Sat	8:15am-10:45am	6207
ED 515	071	Classroom & Community	3	Staff	Sat	10:50am-1:20pm	6207
ED 515	072	Classroom & Community	3	Polles	Sat	8:15am-10:45am	3206
ED 520	070	Professional Skills	3	Staff	Sat	8:15am-10:45am	6109
ED 520	071	Professional Skills	3	Staff	Sat	10:50am-1:20pm	6109
ED 520	072	Professional Skills	3	Cmielewski	Sat	10:50am-1:20pm	6112
ED 521	070	Overview of Students in Special Education	3	Miller	M	4:20-6:50pm	6109
ED 523	070	History of Special Education and the Law	3	Vivinetto	Th	7:00-9:30pm	6109
ED 525	070	Assess. and Plan. for Students with Indiv. Needs	3	Cicero	W	4:20-6:50pm	6202
ED 525	071	Assess. and Plan. for Students with Indiv. Needs	3	Cicero	W	7:00-9:30pm	6202
ED 530	070	Acad. Curriculum Alternatives, Adaptations, and Technology	3	Staff	W	7:00-9:30pm	3101
ED 537	070	Intro to Applied Behavior Analysis for Teachers	3	Progar	Tu	4:20-6:50pm	6202
ED 537	071	Intro to Applied Behavior Analysis for Teachers	3	Progar	Tu	7:00-9:30pm	6202
ED 537	072	Intro to Applied Behavior Analysis for Teachers	3	Staff	M	4:20-6:50pm	6112
ED 540	070	Special Education Teacher as Collaborator	3	Seelaus	Th	4:20-6:50pm	6305

Course #	Section	Course Title	Credits	Faculty	Day	Time	Room
ED 553	070	Assessing Effective Treatment Children w/ Autism	3	K. Reeve	Th	7:00-9:30pm	6112
ED 556	070	Advanced ABA for Teachers	3	S. Reeve	W	4:20-6:50pm	6316
ED 557	070	Learning Disabilities: Concepts, Identification	3	Seelaus	Th	7:00-9:30pm	6305
ED 559	070	Assess. of Learning Disabilities and Instr. Plan	3	Vivinetto	Th	4:20-6:50pm	6109
ED 568	070	Instructional Strategies for Children with Learning Disabilities	3	Vivinetto	W	4:20-6:50pm	6109
ED 572	070	Individualized Assessment and Programs for Children with Autism	3	S. Reeve	Tu	4:20-6:50pm	6129
ED 598	070	Strategies for Curr. Change and Development	3	Ries	Tu	4:20-6:50pm	6206
ED 599	070	Designing Staff Development Program for Integration of Technology	3	Reicher	W	4:20-6:50pm	6305
ED 610	070	Education Research I*	3	Jasmine	W	4:20-6:50pm	6206
ED 610	071	Education Research I*	3	Persico	M	4:20-6:50pm	6302
ED 612	070	Research for School Administrators	3	Cmielewski	M	4:20-6:50pm	6207
ED 630	070	Issues Facing Educators in the 21st Century	3	Parmalee	Th	4:20-6:50pm	6215
ED 630	071	Issues Facing Educators in the 21st Century	3	Parmalee	Th	7:00-9:30pm	6215
ED 635	070	Principles and Practice of Curriculum Dev. & Subject Matter Supervision	3	Kieley	M	7:00-9:30pm	6215
ED 650	070	Curriculum Leadership	3	Fanning	W	4:20-6:50pm	6302
ED 650	090	Curriculum Leadership (OCLD only)	3	McIntyre	M	4:30-7:00pm	Off-campus
ED 650	091	Curriculum Leadership (OCLD only)	3	Joganow	W	4:30-7:00pm	Off-campus
ED 670	070	General Principles of Staff Supervision	3	Persico	Tu	4:20-6:50pm	6112
ED 671	070	Foundations in Educational Administration	3	Vivinetto	Tu	7:00-9:30pm	6207
ED 672	070	School Finance	3	Doll	Th	4:20-6:50pm	6211
ED 672	090	School Finance (OCLD only)	3	Staff	W	4:40-7:00pm	Off-campus
ED 672	091	School Finance (OCLD only)	3	Staff	W	7:00-9:30pm	Off-campus
ED 676	070	Problem-based Externships in Educ Admin I	3	Fanning	F	4:20-6:50pm	6305
ED 676	090	Problem-based Ext. in Educ Admin I (OCLD only)	3	Fanning	Th	4:30-7:00pm	Off-campus
ED 676	091	Problem-based Ext. in Educ Admin I (OCLD only)	3	Cmielewski	Th	4:30-7:00pm	Off-campus

**\* Must register through Program Coordinator**

## DEPARTMENT OF PSYCHOLOGY

**Program Key:** You may register only for courses in programs/specialization tracks for which you have been formally admitted or for which you were given non-matriculated or visiting status.

- MA Counseling Psychology: PS 575, 580, 595, 613, 623, 643, 657
- MA Counseling Psychology/Art Therapy: ATP 501, 504, 601, 602, 603, 604, 607; PS 575, 580, 613, 623, 643, 657
- \*MA Counseling Psychology/School Counseling: PS 560, 575, 580, 595, 613, 643
- \*MA Applied Behavior Analysis: PS 526, 650
- \*Post-Bac. Applied Behavior Analysis Certification: PS 526
- Post-Master's Art Therapy Specialization: ATP 501, 504, 601, 602, 603, 604, 607
- Post-Master's School Counseling Specialization: Applicability of particular courses decided through individual advisement
- Post-Master's Professional Counselor Licensing Credits: Applicability of particular courses decided through individual advisement

\* **Program includes Education courses—see Education listings also**

Course #	Section	Course Title	Credits	Faculty	Day	Time	Room
ATP 501	070	History and Development of Art Therapy	3	Wilson	M	4:20-6:50pm	4125B
ATP 504	070	Theory and Practice of Art Therapy I	3	Wilson	Th	4:20-6:50pm	4125B
ATP 601*	070	Practicum in Art Therapy I*	1	Loumeau-May	Tu	7:00-9:30pm	4125B
ATP 602*	070	Practicum in Art Therapy II*	1	Loumeau-May	Tu	7:00-9:30pm	4125B
ATP 603*	070	Advanced Practicum in Art Therapy I*	2	Loumeau-May	Tu	7:00-9:30pm	4125B
ATP 604*	070	Advanced Practicum in Art Therapy II*	2	Loumeau-May	Tu	7:00-9:30pm	4125B
ATP 607	070	Art Diagnosis and Assessment	3	Loumeau-May	Tu	4:20-6:50pm	4125B
PS 526	070	Behavior Analysis and Learning	3	K. Reeve	Th	4:20-6:50pm	6324
PS 526	071	Behavior Analysis and Learning	3	Staff	M	7:00-9:30pm	6324
PS 560	070	Goals and Processes of Evaluation	3	Solomon	W	4:20-6:50pm	6324
PS 575	070	Psychopathology and Assessment I	3	Landon-Jimenez	Th	4:20-6:50pm	6316
PS 580*	070	Counseling Practicum I*	3	Waters	Tu	4:20-6:50pm	6324
PS 595	070	Principles of Applied Behavior Modification	3	Wolpert	Tu	4:20-6:50pm	6316
PS 613	070	Techniques of Individual Counseling	3	Waters	Tu	7:00-9:30pm	6324
PS 623	070	Marriage and Family Counseling	3	Reilly	Th	7:00-9:30pm	6316
PS 643	070	Counseling Children	3	Solomon	W	7:00-9:30pm	6324
PS 650	070	Thesis in ABA I	3	S. Reeve	W	7:00-9:30pm	6316
PS 657	070	Psychology of Death and Dying	3	Zambelli	M	7:00-9:30pm	6207

\* **All Practicum classes require a \$24 fee for professional liability insurance (included in course bill)**

## DEPARTMENT OF BUSINESS

**Program Key:** All courses applicable to MBA; Accounting concentration requires BU 537 instead of 525. You may register only for courses in programs/specialization tracks for which you have been formally admitted or for which you were given non-matriculated or visiting status.

Course #	Section	Course Title	Credits	Faculty	Day	Time	Room
BU 525	070	Advanced Auditing	3	Staff	Th	7:00-9:30pm	4226
BU 525	400	Advanced Auditing (External course)	3	Staff	Aug. 23	6:00-7:00pm	6207
BU 537	070	Financial Management	3	Schons	Th	7:00-9:30pm	4225
BU 537	400	Financial Management (External course)	3	Schons	Aug. 23	6:00-7:00pm	6206
BU 632	400	Federal Income Tax (External course)	3	Staff	Aug. 23	6:00-7:00pm	6316
BU 638	085	Marketing in a Dynamic Environment (Accelerated "A" course, Sept. 2–Oct. 14)	3	Mustachio	Saturdays	8:00am-12:30pm	4226
BU 638	400	Marketing in a Dynamic Environment	3	Keen	Aug. 23	8:00-9:00pm	6206
BU 649	070	Business Law and Social Responsibility	3	Staff	W	7:00-9:30pm	6112
BU 649	400	Business Law and Social Responsibility (External course)	3	Staff	Aug. 23	7:00-8:00pm	6206
BU 785	086	Integrated Strategic Management Seminar (Accelerated "B" course, Oct. 28–Dec. 16)	3	Noone	Saturdays	8:00am-12:30pm	4223

**Initial organizational meeting of External (section 400) courses will take place August 23, 2006.**

## DEPARTMENT OF THEOLOGY/PHILOSOPHY

**Program Key:** All courses applicable to MA in Pastoral Ministry. You may register only for courses in programs/specialization tracks for which you have been formally admitted or for which you were given non-matriculated or visiting status.

Course #	Section	Course Title	Credits	Faculty	Day	Time	Room
PM 505	070	Issues in Ecclesiology	3	Walsh	Saturdays, Sept. 9, 23; Oct. 7, 21; Nov. 4, 18; Dec. 2	9:00am-4:00pm	6206
PM 599	070	Guided Readings	3	Staff	n/a	n/a	n/a
PM 699	070	MA Project	3	Staff	n/a	n/a	n/a
PM 760	070	Moral Issues: Common Good, Uncommon Questions	3	Roth	Saturdays, Sept. 9, 23; Oct. 7, 21; Nov. 4, 18; Dec. 2	9:00am-4:00pm	6302

# Graduate Course Descriptions

## FALL 2006

### **ART THERAPY**

#### **ATP 501 History and Development of Art Therapy (3 credits)**

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.

#### **ATP 504 Counseling Theory in Art Therapy (3 credits)**

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: ATP 501.**

#### **ATP 601/602 Practicum in Art Therapy I/II (1/1 credit)**

Practicum I provides students with the opportunity to observe and assist art therapy site supervisor with limited clinical responsibilities. **Prerequisites: ATP 501, 504.**

Practicum II 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: ATP 601.**

#### **ATP 603/604 Advanced Practicum in Art Therapy I/II (2/2 credits)**

Advanced Practica I and II 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." **Prerequisite: ATP 602.**

*The Practica and Advanced Practica experience are designed to offer 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. Success in the Advanced Practica are a requirement for graduation. Prior to initiating this course, students will be informed of practicum policies and will indicate their agreement to uphold practicum standards. A professional liability insurance fee will be billed with each practicum course.*

#### **ATP 607 Art Diagnosis and Assessment (3 credits)**

Covers the selection, administration and interpretation of assessment tools designed for art therapists to use in various clinical settings, with emphasis on adult and family evaluation. Discussion of testing procedures, observational skills, and participation in treatment team evaluations will be included. **Prerequisite: PS 575, PS 585, ATP 505, ATP 507.**

### **BUSINESS**

#### **BU 525 Advanced Auditing (3 credits)**

Explains auditor's role in a changing corporate environment. Analyzes case studies in relation to established auditing standards. Introduces auditing pronouncements and reference materials, which can be accessed through the computer.

#### **BU 537 Financial Management (3 credits)**

Examines financial decisions of the firm. Topics include asset management, sales and earnings forecasting, profit planning and control, working capital, financing, budgeting, gathering of data, analysis choices and application. The course presents a variety of analytical and statistical techniques and tools to understand the fundamental concepts of finance from a quantitative perspective used to evaluate the financial health of a firm.

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

Introduction to current tax related problems in corporations, partnerships, estates, trusts and exempt entities. Topics to include, but not limited to: types of entities, formation of entities, entity structural considerations, tax planning, and working with the US Tax Law.

#### **BU 638 Marketing in a Dynamic Environment (3 credits)**

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

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 785 Integrated Strategic Management Seminar (3 credits)**

Drawing upon information and skills learned in previous MBA 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.**

## **EDUCATION**

### **ED 505 Student Development and Learning (3 credits)**

(After completion of Post-Baccalaureate Teaching Certificate Program this course can be substituted for ED 625 in the Master of Arts in Curriculum and Instruction Program) The prospective teacher will study students, their characteristics as individuals, special needs populations, how students learn, individual interests of students, motivation, and how to establish a productive learning environment.

### **ED 510 Reading and Communication (3 credits/field component)**

(After completion of Post-Baccalaureate Teaching Certificate Program this course can be substituted for ED 595 in the Master of Arts in Curriculum and Instruction Program) The prospective teacher will learn about language development, the reading process, methods and materials for learning to read, and application of reading skills in all subject areas. The new teacher will learn to use technology as part of the reading and communication process. **Field component requires a minimum twenty five (25) hours of in-school observation.**

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

(After completion of Post-Baccalaureate Teaching Certificate Program this course can be substituted for ED 585 in the Master of Arts in Curriculum and Instruction Program). 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 520 Professional Skills (3 credits/field component)**

(After completion of Post-Baccalaureate Teaching Certificate Program this course can be substituted for ED 660 in the Master of Arts in Curriculum and Instruction Program). 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 25 hours of in-school observation. **Prerequisites: ED 505 and ED 510.**

### **ED 521 Overview of Students in Special Education (3 credits)**

*(formerly ED 640 The Special Learner in the Regular Classroom)*

Develops strategies and techniques for teaching children with individualized differences. Students will develop an understanding of a wide range of individualized differences, ranging from students with severe disabilities to gifted and talented students, as well as non-English speaking students. Research, attitudes, and current practice as they relate to children with individualized differences will be discussed and analyzed. **The course has a 12-hour field component.**

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

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 Assessment and Planning for Students with Individualized Needs (3 credits)**

*(formerly called Assessing & Planning for All Learners in the Inclusive Classroom)*

Examines the assessment process and studies the use of assessment findings to develop learning plans for students in a variety of classroom settings. A central part of this course will be IEP (Individual Education Plan) components and how the IEP is developed and then used to structure the student's learning program. This course will demonstrate how to use the following: classroom observations, portfolios, teacher-made tests, the IEP, reading inventories, and standardized tests. **The course has a 12-hour field component. Prerequisite: ED 521.**

### **ED 530 Academic Curriculum Alternatives, Adaptations and Technology (3 credits)**

This course is designed to teach future teachers to create effective learning environments for students with varying levels of skill in attention, academics, and social areas in a variety of learning environments. This course will introduce ways of adapting materials, modifying curriculum and adjusting teaching strategies to meet the needs of all students. This course will also introduce various ways in which technology can enhance the learning experiences of many of the students found in a variety of learning environments. The course has a 25-hour supervised field component. **Prerequisites: ED 523; ED 525; ED 535; ED 537.**

### **ED 537 Introduction to Applied Behavior Analysis for Teachers (3 credits)**

*(formerly called Inclusive Education: Behavior Management Strategies)*

This course is designed to teach future special education teachers to create effective learning environments for students with varying levels of skill. It is important for future special education teachers to understand concepts of applied behavior analysis and also how to apply those concepts in their classrooms. The principles of Applied Behavior Analysis (ABA) can be used to teach academic skills, social skills, fine-motor skills, skills in independence and self-help and on-task and prosocial behavior, to name just a few. ABA is an overall management system, not a collection of gimmicks for keeping students under control. No one procedure will be effective for all children with varying levels of skills. Future special education teachers will learn to individualize the principles of behavior analysis to effectively teach each child, regardless of skill level. **The course has a 12-hour field component.**

**ED 540 The Special Education Teacher as Collaborator (3 credits)**

*(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 553 Assessing Effective Treatment for Children with Autism (3 credits)**

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.

**ED 556 Advanced Applied Behavior Analysis for Teachers (3 credits)**

Examines strategies to promote generalization of learned skills, prompting strategies, language development, teaching self-management, group-oriented contingencies, shaping techniques, behavior chains, motivational systems, differential reinforcement of alternate behavior, etc. **This course includes a 12-hour field component requirement. Prerequisite: ED 537.**

**ED 557 Learning Disabilities: Concepts, Characteristics and Identification Procedures (3 credits)**

This course is designed to acquaint students with the concepts of learning disabilities and the observable characteristics of those who are learning disabled. An orientation to educational diagnoses including: purpose, types, content, administration, analysis and individual instructional planning will be provided. Support systems for youngsters with learning problems and for their diverse families will also be featured. IDEA rules and regulations will be recognized. **This course includes a 12-hour field component requirement.**

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

This course provides advanced training in the identification of, and the planning for students with, learning disabilities. Administration and analysis of diagnostic batteries, views on measurement issues and evaluation of data to make decisions regarding eligibility and instructional planning will be covered. Case study methods will be used to simulate teacher, parent and Child Study Team practices. **This course includes a 12-hour field component requirement.**

**ED 568 Instructional Strategies for Students with Learning Disabilities (3 credits)**

This course is designed to present advanced teaching strategies that are tailored to assist students with learning disabilities to master academic and social skills. Specific subtypes of learning disabilities will be highlighted. These include disorders of linguistic functioning; disorders that reflect auditory, visual and central processing which selectively interfere with the organization, integration, analysis and synthesis of verbal/non verbal information; disorders which relate to ADHD; and those which are connected to social competence. Techniques for teaching to a student's strengths will be featured, along with easily implemented methods to engage right/left brain power for creative thinking and problem solving skills. **This course includes a 12-hour field component requirement. Prerequisites: ED 564.**

**ED 572 Individualized Assessment & Programs for Children with Autism (3 credits)**

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. **Prerequisite: ED 537.**

**ED 598 Strategies for Curriculum Change and Development (3 credits)**

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

**ED 599 Designing a Staff Development Program to Support the Integration of Technology Into Curriculum and Instruction (3 credits)**

Covers the application of instructional delivery systems such as electronic delivery (email, electronic bulletin boards, conferencing systems), distance learning, and the Internet. Technical and instructional considerations for developing, delivering, managing, and evaluating these transmission techniques will be covered. Develops students who know how to access resources to maintain emergent technological literacy. Each student will design an instructional project as part of this class.

**ED 610 Educational Research I (3 credits)**

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 18 graduate credits.**

**ED 612 Educational Research for School Administration (3 credits)**

Provides students with the quantitative and qualitative research methodologies that will be needed to complete the problem-based learning project they will confront during their externship (ED 676-677). The student will become familiar with ethnographic research, quantitative analysis, demographic data, enrollment projections using cohort survival techniques, 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). **Prerequisite: at least 18 graduate credits.**

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

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 credits)**

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 650 Curriculum Leadership (3 credits)**

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 credits)**

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

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

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. Topics will include: 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 credits)**

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 676 Problem Based Externship in Educational Administration I (3 credits)**

Applying the research techniques learned in ED 612, this course addresses authentic problems identified by practitioners and selected by the supervising faculty mentor. During Part I of the course the student is assigned to a problem-based learning team and oriented to the approach for problem identification, exploration, assessment, and generation of solutions. The teams will meet with the client's representatives in the company of the faculty-mentor. By the completion of Part I, there will be a clearly defined problem which has been thoroughly explored through clinical interviews and the collection of appropriate data. The teams will also have established a plan for addressing the identified problem in ED 677. **Prerequisites: ED 612 and ED 673.**

**PASTORAL MINISTRY****PM 505 Issues in Ecclesiology (3 credits)**

Beginning with *The Church in the Modern World*, an analysis of specific issues underlying ministry, with attention to the foundations of faith and the meaning of doctrine. Includes the basic tools for methods of research in Theology.

**PM 599 Guided Readings (3 credits)**

Prepares students for a Master's Project in an area of special interest. Students will complete an annotated bibliography and a project proposal through guided independent study.

**PM 699 MA Project (3 credits)**

Designed and completed by the student under the direction of a faculty mentor, this project demonstrates a personal integration of theological and pastoral studies with ministerial activities and concerns. The student will make a presentation of the completed project at a colloquium in the course of Year Three. **Prerequisite: PM 599.**

**PM 760 Common Good, Uncommon Questions: Moral Issues (3 credits)**

Beginning with fundamental moral theology and examining Catholic social thought, this course considers moral issues and approaches in the context of pastoral ministry.

## **PSYCHOLOGY**

**PS 526 Behavior Analysis and Learning (3 credits)**

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.

**PS 560 Goals & Processes of Evaluation (3 credits)**

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 become prepared to administer them with confidence and competence. The course also considers theoretical concepts such as the reliability and validity of tests.

**PS 575 Psychopathology and Assessment I (3 credits)**

Provides an advanced study of child and adolescent abnormal psychological processes, behavior, etiology, symptomology, assessment and treatment. Emphasis is placed upon cognitive and behavioral assessment procedures and techniques. In addition, students are prepared to utilize the DSM-IV and other diagnostic tools for understanding clients in varying settings.

**Prerequisites: PS 525 and PS 535.**

**PS 580 Counseling Psychology Practicum I (3 credits)**

The Practicum in Counseling Psychology /School Counseling is a culminating experience in the master's education. In addition to weekly class hours, students are supervised by qualified professionals in agency or school settings approved by the College Liaison. Students will gain practice in performing the work of counselors, providing direct service for a minimum of 100 hours. The Practicum prepares students to apply classroom learning to real world concerns, and their ability to do so will be carefully observed. Success in the Practicum is a requirement for graduation. Prior to initiating this course, students will be informed of practicum policies and will indicate their agreement to uphold practicum standards. Advisor approval required. A professional liability insurance fee will be billed with each practicum course. **Prerequisites: for the Counseling Psychology MA, 24 credits, including PS 525, PS 555, PS 565, and PS 575; for the Post-Master's School Counseling Specialization, 24 credits, including PS 500 or PS 565; PS 560; PS 595 or ED 537 or ED 625.**

**PS 595 Principles of Applied Behavior Modification (3 credits)**

Examines the theoretical contributions of major learning theorists and reviews the relevant behavior therapy literature. This course highlights the application of general learning principles, behavioral assessment, and modification techniques in clinical and school settings.

**PS 613 Techniques of Individual Counseling (3 credits)**

An examination of and practice in the strategies and techniques of counseling with individual 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. **Prerequisites: PS 555 and PS 565.**

**PS 623 Marriage and Family Counseling (3 credits)**

Examines theoretical models and current trends in marriage and family counseling. Students are introduced to 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.

**PS 643 Counseling Children (3 credits)**

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 in working with children is an integral part of learning to work with children.

**PS 650 Thesis in Applied Behavior Analysis I (3 credits)**

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.**

**PS 657 Psychology of Death and Dying (3 credits)**

Reviews major theoretical perspectives on death and dying at various life stages and levels of crisis and provides an introduction to the research literature on the bereavement process. Students will consider the impact of the phenomena of death and dying on the individual as well as on other persons significant to them. The function and role of the counselor in assisting the dying and their families is emphasized.

# Course Registration Via The Web

**Access.** Internet Access and e-mail services are available to all graduate students free of charge. Setting up an active Caldwell College computer account is necessary in order to use any of the Library's on-line services and databases, even if you will not rely primarily on a Caldwell e-mail address. This is your "**NetID.**" If you do not yet have an account, you can set it up through the College's IT website, <http://info.caldwell.edu/it/> or visit the computer lab in the Student Center (room 4205). Remember that your Caldwell College e-mail address is the e-mail address at which you may receive official notices from the college.

You will need a second kind of computer access to use other online resources on the Caldwell College website, including online course registration. This is your "**WebID,**" a personal identification number (PIN) that will be mailed to new students after the add/drop period ends. All students actively registered since the Spring 2002 semester should have an WebID number and password. With your web access you will also be able to register for classes; view your grades; search for courses by discipline, day, time, or faculty member; and review personal information, including your class schedule and your tuition account. (The course search function is also available without logging in, by selecting "Guest" access).

**Web registration.** Continuing graduate students are strongly encouraged to register using the web-based registration module. (New students cannot register via the web.) Once you have logged in according to the directions given below, you can register interactively for all of your course-work—**IF** you have no holds or scheduling conflicts, a final grade has been posted for you from a prior semester, and your registration is submitted before the online deadline. You may instead register in person, by mail, or by fax using the hard-copy form on the back page of this booklet. Whatever option you choose, make sure to consult the catalog, website, or your advisor **before** submitting your registration to ensure that you register for appropriate courses. Verifying your program requirements is your responsibility.

**Should you have questions about online procedures rather than your curriculum, contact the Office of Graduate Studies instead of your advisor.**

## Instructions for web registration.

- In the URL or browser address box, type [www.caldwell.edu/graduate](http://www.caldwell.edu/graduate), or from the College's home page appears, go to the drop-down menu titled "For Current Students" and select "Graduate Academics."
- Click on the link to "Registration, Course Search, and Billing," found right under the "Graduate Academics" title. This will take you to the web-based Registration login box.
- At the login box, type in your ID# and your password. Passwords are **case sensitive**, so type in your password exactly as it appears.
- When you have successfully logged in, you will see three tabs—**Academic, My Profile,** and **General.** The Academic tab contains several sub-choices—**My Schedule, My Grades, Course Search,** and **Faculty List.** You can register for your course work in the **Course Search** area by simply clicking on the **ADD** button beside the course(s) you wish to register for, and then submitting it. *(It works like the shopping cart for online purchases.)*
- The **My Profile** tab will take you to your personal information, where you can change your password.
- Explore the other tabs for more information available to you.

## A few important points on online procedures:

- If you are unsuccessful **three times** when attempting to log on, as a security feature you will be locked out and prevented from further attempts. In this case, please click on the link to contact the **system administrator.**
- If you should **lose your password**, please contact Bette-Jo HoAire at 973-618-3408. We will get back to you with your password as soon as possible, but **not** by e-mail.
- Remember, your **password is case sensitive**... be mindful of using upper case or lower case letters as appropriate.
- For security reasons, **log out** when you are finished using the site.
- You will find the web module a useful and convenient asset in managing the registration process and retrieving useful data related to your academic career at Caldwell College. But remember, if you prefer to register "the old fashioned way," please feel free to do so. And even if you do register online, your coordinator is available to answer any advising questions you may have.

## ATTENTION MASTER'S STUDENTS

All candidates for the M.A., M.S., or M.B.A. degree must submit an **application for degree completion** by the following deadline:

May Graduates—**October 1**; August Graduates—**February 1**; December Graduates—**May 1**

## ATTENTION STUDENTS SEEKING N.J. EDUCATION CERTIFICATIONS

If you intend to seek certification from the NJ Department of Education, you must submit the **“Intent to Seek N.J. Certification” form** by the deadline listed below (form is available on the graduate “common forms” web page or in the Graduate Studies office). Note: if you are enrolled in the Post-Baccalaureate Teaching Certification program, you need not submit this form **unless** your student teaching was waived. FORMS AND PAYMENT MUST BE SUBMITTED BY THE DEADLINE OR YOUR PAPERWORK WILL NOT GO TO THE STATE UNTIL THE FOLLOWING SEMESTER.

Fall semester, due **OCTOBER 1**  
Spring semester, due **FEBRUARY 1**  
Summer semester, due **JUNE 1**

## ATTENTION STUDENTS IN ART THERAPY, A.B.A., OR SPECIAL EDUCATION NON-DEGREE PROGRAMS

If you desire a printed certificate indicating your completion of one of these **non-degree** programs, you must file the “Application for Certificate of Completion of a Non-Degree program” by the following deadline:

Fall semester, due **NOVEMBER 1**  
Spring semester, due **APRIL 1**  
Summer semester, due **JULY 1**

Forms are available on the common forms web page or from the Graduate Office. Failure to submit an application will not affect your academic status, but you will not receive a printed certificate.

NOTE: Certificates indicate completion of a Caldwell College program, not professional certification nor licensure.



## INTENT TO SEEK N.J. CERTIFICATION

Name \_\_\_\_\_ ID # \_\_\_\_\_

Address \_\_\_\_\_

CITY \_\_\_\_\_ COUNTY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

Phone # \_\_\_\_\_ Cell # \_\_\_\_\_

E-Mail \_\_\_\_\_

Current Caldwell College graduate program \_\_\_\_\_

Submit the following to the **Certification Office in the Education Department, room 6219:**

- This completed form.
- N.J. state "Application for Certification" (available from the Graduate Office or Education Dept.).
- A check, payable to Caldwell College, in the amount calculated below (fees set by the State of NJ).

**FORMS AND PAYMENT MUST BE SUBMITTED BY THE DEADLINE BELOW OR YOUR PAPERWORK WILL NOT GO TO THE STATE UNTIL THE FOLLOWING SEMESTER.**

Please note: Students in the Post-Bac. Teacher Certification program who enrolled in ED 470 for student teaching **do not** need to submit this form. Questions? Call 973-618-3551.

Year of completion \_\_\_\_\_ Semester  Fall (**DUE BY OCTOBER 1**)  
 Spring (**DUE BY FEBRUARY 1**)  
 Summer (**DUE BY JUNE 1**)

Area of Certification Currently Sought	\$ Amount
<input type="checkbox"/> Principal	170.00
<input type="checkbox"/> School Administrator	170.00
<input type="checkbox"/> Supervisor*	75.00
<input type="checkbox"/> School Counselor	75.00
<input type="checkbox"/> Teacher of Handicapped	75.00
<input type="checkbox"/> Teaching certification, with student teaching waiver	170.00
<b>ENTER TOTAL DUE</b>	

\***Supervisor candidates** must also supply a letter from the district or school verifying that s/he has at least 3 years of full-time teaching experience.

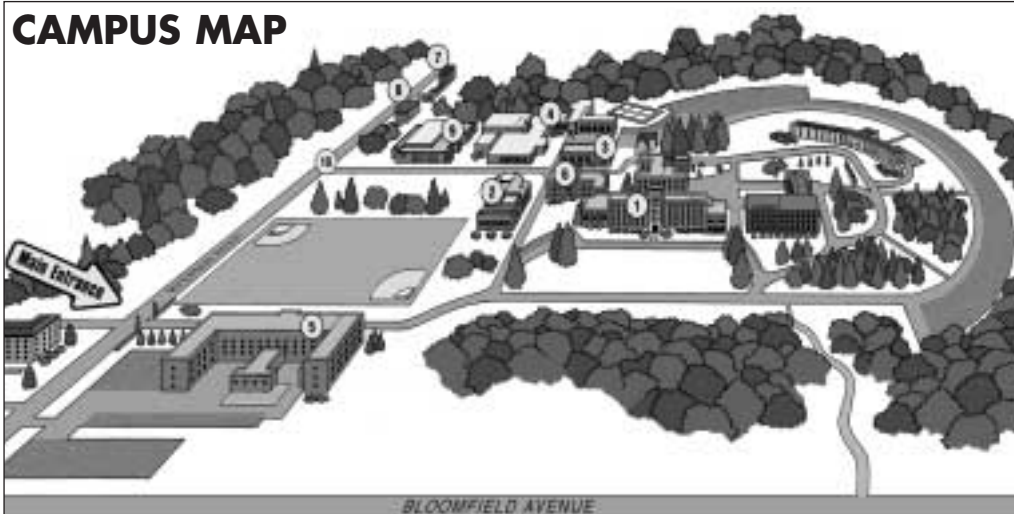


**Caldwell College**  
**Office of Graduate Studies**  
9 Ryerson Avenue  
Caldwell, NJ 07006



[www.caldwell.edu/graduate](http://www.caldwell.edu/graduate)

## CAMPUS MAP



### Map Key:

- 1** Administration Building
- 2** Jennings Library/Alumni Theater
- 3** Science Building
- 4** Student Center/  
Visceglia Arts Center
- 5** Mother Joseph Residence Hall
- 6** Academic Building
- 7** Hawthorne Road
- 8** President's House
- 9** Newman Center
- 10** The Best Parking Entrance

## HOW TO FIND YOUR CLASSROOM

The first digit of your room represents the building location (1-6), and the remaining three digits represent the room number within that building (example: room 6203 is room 203 in the Academic Building).

Building 1	Administration Building	Building 4	Student Center
Building 2	Alumni Theater	Building 6	Academic Building
Building 3	Raymond Hall (Albertus Magnus/Science Building)	Building 9	Newman Center

# Fall 2006 Registration Material