

Graduate Academic Catalog

2012-13



FALL SEMESTER 2012

September

- 2 Sunday**
Residences open for new students
- 2-4 Sunday-Tuesday**
Final new student testing and scheduling
New student orientation
- 3 Monday**
Residences open for continuing students
- 5 Wednesday**
Day and Evening classes begin
- 5-11 Wednesday-Tuesday**
Schedule changes
- 12-18 Wednesday-Tuesday**
Courses may be dropped

October

- 1 Monday**
December 2012 degree applications due
- 15 Monday**
Course request period for spring semester begins

November

- 21-25 Wednesday-Sunday**
Thanksgiving recess
- 26 Monday**
Classes resume

December

- 7 Friday**
Day classes end
- 8-9 Saturday-Sunday**
Reading days
- 10-11 Monday-Tuesday**
Final exams
- 12 Wednesday**
Reading day
- 10-13 Monday-Thursday**
Evening final exams
- 13-14 Thursday-Friday**
Final exams
- 15 Saturday**
Spring and summer 2013 degree applications due
- 15-16 Saturday-Sunday**
Reading days
- 17-18 Monday-Tuesday**
Final exams

February 2013

- 1 Friday**
Deadline for makeup of fall semester incomplete grades

Fall 2012 Withdrawal Dates*

- Sept. 19-Oct. 23
Withdrawal, student discretion
- Oct. 24-Nov. 20
Withdrawal, consent of instructor
- Nov. 21-Dec. 7
Withdrawal, psychological or physiological incapacity

SPRING SEMESTER 2013

January

- 2 Wednesday**
Balance of spring charges due
- 24-25 Thursday-Friday**
New student orientation
- 25 Friday**
New student testing and scheduling
- 26 Saturday**
Residences open
- 27 Sunday**
Enrollment clearance
- 28 Monday**
Classes begin (day and evening)
- 28-Feb. 1 Monday-Friday**
Schedule changes

February

- 4-8 Monday-Friday**
Classes may be dropped

March

- 1 Friday**
Incoming freshman, transfer and continuing undergraduate students priority deadline for filing federal financial aid forms
- 11 Monday**
Course request period for fall semester begins
- 16 Saturday**
Last day of classes before spring recess
- 17-24 Sunday-Sunday**
Spring recess
- 25 Monday**
Classes resume

May

- 2 **Thursday**
Evening classes end
- 3 **Friday**
Day classes end
- 4 **Saturday**
Saturday classes end
- 4-5 **Saturday-Sunday**
Reading days
- 6-7 **Monday-Tuesday**
Final exams
- 6-9 **Monday-Thursday**
Evening final exams
- 8 **Wednesday**
Reading day
- 9-10 **Thursday-Friday**
Final exams
- 11-12 **Saturday-Sunday**
Reading days
- 13-14 **Monday-Tuesday**
Final exams
- 16 **Thursday**
Graduate and Continuing Studies Commencement
- 17 **Friday**
Undergraduate Commencement

June

- 14 **Friday**
Deadline for makeup of spring semester incomplete grades

Spring 2013 Withdrawal Dates*

- Feb. 11-March 15
Withdrawal, student discretion
- March 18-April 19
Withdrawal, consent of instructor
- April 22-May 3
Withdrawal, psychological or physiological incapacity

SUMMER SESSION 2013

Students interested in calendar and course offerings for the summer sessions should consult the summer session catalog, available from the College of Continuing Studies at 609-896-5033 or go to www.rider.edu/summer

COMMENCEMENT INFORMATION

For Commencement ceremonies information, go to www.rider.edu/commencement

**Please refer to <http://www.rider.edu/offices-services/financial/payments-billing-deposits/refunds> for information regarding course withdrawals and refunds.*

For additional information and updates, go to www.rider.edu

General Information

www.rider.edu



Rider's Vision

Rider University will be a leader in American higher education celebrated for educating talented students for citizenship, life and career success in a diverse and interdependent world. Rider will achieve distinctiveness by focusing on students first, by cultivating leadership skills, by affirming teaching and learning that bridge the theoretical and the practical, and by fostering a culture of academic excellence.

Rider's Mission

Rider attracts and graduates talented and motivated students with diverse backgrounds from across the nation and around the world, and puts them at the center of our learning and living community.

As a learner-centered University dedicated to the education of the whole student, Rider provides students the intellectual resources and breadth of student life opportunities of a comprehensive university with the personal attention and close student-faculty interactions of a liberal arts college.

Through a commitment to high quality teaching, scholarship and experiential opportunities, faculty on both campuses provide undergraduate and graduate students rigorous and relevant programs of study to expand their intellectual, cultural and personal horizons and develop their leadership skills. Our highly regarded programs in the arts, social sciences, music, business and education challenge students to become active learners who can acquire, interpret, communicate and apply knowledge within and across disciplines to foster the integrative thinking required in a complex and rapidly changing world.

Rider attracts highly qualified faculty, staff and administration with diverse backgrounds who create an environment that inspires intellectual and social engagement, stimulates innovation and service, and encourages personal and professional development. As key members of our University community, it is their commitment to our values, vision and mission that will ensure Rider's success.

The University's institutional identity will continue to reflect the strengths of its people, history, location and shared values, among which are a commitment to diversity, social and ethical responsibility, and community.

The success of our graduates will be demonstrated by their personal and career achievements and by their contributions to the cultural, social and economic life of their communities, the nation and the world.

Historical Sketch

Rider University is an independent, private institution founded in 1865 as Trenton Business College. Soon after the turn of the century, teacher education was added to a curriculum that had focused on training young men and women for business careers. The first baccalaureate degree was offered in 1922. In 1957, offerings in liberal arts, science and secondary education were added.

Four separate schools emerged as a result of a re-organization in 1962. The well-established schools of Business Administration and Education were joined by two new schools—Liberal Arts and Science and the Evening School. The schools of Business Administration and Education have each since added a division of graduate studies and the Evening School has been reorganized into the College of Continuing Studies. In 1988, the School of Education was renamed the School of Education and Human Services to reflect the scope of its curricula. In July 1992, Westminster Choir College in Princeton, NJ, merged with Rider to become Westminster Choir College, The School of Music of Rider College.

On March 23, 1994, the New Jersey Board of Higher Education designated Rider a teaching university pursuant to N.J.A.C. 9:1-3.1 et seq. On April 13, 1994, Rider's name was officially changed to Rider University. Today, the University's academic units are the College of Business Administration; the College of Liberal Arts, Education, and Sciences (including the School of Education and the School of Liberal Arts and Sciences); the College of Continuing Studies; and Westminster College of the Arts, including the School of Fine and Performing Arts and Westminster Choir College.

Accreditations

The University's many specialized accreditations attest to the quality of its academic programs. Rider is among the select business schools to have attained AACSB International (Association to Advance Collegiate Schools of Business) accreditation in both business and accounting. Elementary and secondary education programs and their applicable graduate programs on both campuses are accredited by the National Council for the Accreditation of Teacher Education (NCATE). The undergraduate and graduate music programs of Westminster Choir College are accredited by the National Association of Schools of Music (NASM). In addition, Rider's graduate counseling services program in the School of Education holds the Council for Accreditation of Counseling and Related Education Programs (CACREP) national accreditation, and its school psychology program holds the National Association of School Psychologists accreditation. Rider's chemistry program is accredited by the American Chemical Society. Rider University is regionally accredited by the Middle States Association of Colleges and Schools.

Notice of the Title IX Coordinator

Rider University is an Equal Opportunity and Affirmative Action Employer. No one will be denied employment at or admission to Rider University on the basis of race, creed, color, religion, handicap/disability, gender, age, marital status, sexual orientation or national origin. The University does not discriminate on the basis of any of the aforementioned protected bases in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities as specified by federal law and regulations.

The Associate Vice President for Human Resources serves as both the Affirmative Action Officer and the Title IX Coordinator for the University, and is the resource available to anyone seeking additional information or wishing to file a complaint related to Affirmative Action and discrimination on the basis of race, creed, color, religion, handicap/disability, gender, age, marital status, sexual orientation or national origin.

The Associate Vice President for Human Resources is located in Moore Library, Room 108 and can also be reached at 609-895-5683.

Memberships

Rider is a member of the Association of American Colleges, the American Council on Education, the New Jersey Association of Colleges and Universities, the National Commission on Accrediting (not an accrediting agency), the American Association of Colleges for Teacher Education, the National Association of Business Teacher Education, the Middle Atlantic Association of Colleges of Business Administration, AACSB International—The Association to Advance Collegiate Schools of Business, and the National Association of Schools of Public Affairs and Administration.

Rider University is also a member of the National Collegiate Athletic Association (NCAA) Division I for both men's and women's athletics. The University offers 20 varsity sports—10 men's and 10 women's teams—and is a member of the Metro Atlantic Athletic Conference (MAAC).

Professional Outreach and Service Programs

In Rider's efforts to fulfill one of its stated objectives, that of "seeking and implementing effective means for bringing the resources of the institution to bear on the needs of the broader society," Rider engages in activities that do so while providing additional study and training opportunities for both faculty and students.

The Business Advisory Board facilitates the exchange of ideas and advice between prominent leaders of the business community and Rider faculty, students and staff. The board provides a range of current and emerging business insights as input to development and advancement of the Rider business education experience. Similarly, the Accounting Advisory Council works closely with the accounting department on issues specific to the MAcc program and accounting

in general. A specific service function is performed by the accounting department's participation in the Volunteer Income Tax Assistance (VITA) program. Each year, accounting majors reach into the community by helping (free of charge) elderly and low-income persons complete their tax returns. The students, in turn, benefit from special IRS training and the opportunity for field experience.

The Science Advisory Board provides a unique interface between Rider and the scientific and business communities. The board was established to provide advice and counsel on the continuing development of undergraduate science education at Rider and to effect cooperative efforts between the scientific and business communities.

The Education Advisory Board makes connections with alumni, government, schools, professional agencies, business and industry, and the general public to promote the interests of the professional programs and facilitate support for them.

Office of Graduate Admission

Rider University offers several graduate degree and graduate-level certificate programs. For graduate admission information, call the office of graduate admission, 609-896-5036 or e-mail gradadm@rider.edu.

A Master of Business Administration (MBA), an Executive Master of Business Administration (EMBA) and a Master of Accountancy (MAcc) can be pursued through the College of Business Administration. Students pursuing either an MBA or a MAcc may choose to concentrate their studies in the areas of computer information systems, entrepreneurial business, finance, global business, management, or marketing. Many students elect to create a more diverse skill set or unique experience by selecting a variety of electives. For College of Business Administration academic assistance and guidance, call 609-896-5127.

The School of Education and Department of Education, Leadership, and Counseling offers a Master of Arts with concentrations in Counseling Services; Curriculum, Instruction and Supervision; Educational Administration; Organizational Leadership, Reading/Language Arts, and Special Education Teaching, as well as Educational Specialist degrees in Counseling Services and School Psychology.

The School of Education also offers numerous graduate-level teaching certifications, early childhood education certification, teacher of students with disabilities certification, ESL certification programs leading to certification as a school supervisor, assistant superintendent for business, director of student personnel services, reading specialist, school psychologist and several more. For School of Education and Department of Education, Leadership, and Counseling academic assistance and guidance, call 609-896-5353.

Services for Students with Disabilities

Services for Students with Disabilities, located in Joseph P. Vona Academic Annex, Room 8, offers a range of support services to assist students with disabilities. These services include:

- Screening and referral for new or updated disability documentation;
- Assistance with requests for academic adjustments;
- Supplementary informal assessment;
- Advice to and consultation with faculty and staff;
- Individualized assistance;
- Assistance with environmental adaptation needs.

Call 609-895-5492 for further information.

Policy for Assisting Students with Disabilities

Any Rider student who supplies the University with appropriate documentation of a disability is eligible on a case-by-case basis for reasonable accommodations, such as auxiliary aids, adjustments in academic examination time limits and locations, and various kinds of support services. Students with disabilities should contact Services for Students with Disabilities (Joseph P. Vona Academic Annex, Room 8, 609-895-5492).

In order to review and ultimately accommodate known and suspected disabilities, the University should be provided with documentation of the disability by an appropriate professional. Such documentation should include:

- A diagnostic statement identifying the disability;
- A description of the diagnostic criteria and/or diagnostic tests used;
- A description of the functional impact of the disability;
- Information regarding relevant treatments, medications, assistive devices and/or services currently prescribed;
- Recommendation for adjustments, adaptive devices, assistive devices, and support services;
- The credentials of the diagnosing professional.

(Students without documentation who suspect a disability should contact Services for Students with Disabilities.)

Only students with documented disabilities that interfere with their ability to meet the requirements of an academic course or program are entitled to reasonable accommodations, such as course adjustments and auxiliary aids. A reasonable accommodation is one that enables the disabled student to fulfill the essential requirements of the academic course or program; a reasonable accommodation does not waive or eliminate essential academic requirements.

Services for Students with Disabilities evaluate the disability documentation provided by the student, collect additional information from the student, and gather information from relevant educational support personnel, medical and psychological professionals, and other pertinent sources. When the student's disability has been documented fully and potential reasonable accommodations have been identified, the student is encouraged to present the Notice of Academic Adjustments Form to individual faculty and discuss the adjustments with each professor. Faculty members may contact Services for Students with Disabilities at any time for clarification of the accommodation. A joint meeting of the appropriate university officials and the faculty member, and the student will be held to resolve questions concerning the reasonableness of the proposed accommodations. The student, likewise, is entitled to initiate this procedure.

In the event that such a meeting among the appropriate university official, the faculty member, and the student does not resolve any open issue(s), a qualified university official designated by the provost will meet with them and assist in resolving the open issue(s). Where a curricular modification is requested, that official normally will be the relevant dean, who will decide the reasonableness of the request in close consultation with the affected faculty member(s) and appropriate University official(s).

The policy is designed to ensure the University's compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and the New Jersey Law Against Discrimination, and to enable every Rider student with a disability to enjoy an equal opportunity to achieve her/his full potential while attending this University. Because no policy can anticipate every possible student request, Rider reserves the right to vary this policy under appropriate circumstances on a case-by-case basis.

Westminster Choir College

Westminster Choir College of Rider University is a professional college of music located on a 23-acre campus in Princeton, N.J., seven miles north of Rider's Lawrenceville campus. The Master of Music (M.M.) degree is offered in choral conducting, composition, music education, organ performance, piano accompanying and coaching, piano pedagogy and performance, piano performance, sacred music, and voice pedagogy and performance. In addition, the college offers the Master of Music Education (M.M.E.) and Master of Voice Pedagogy (M.V.P.) degrees.

More complete information about the Westminster program may be found in its separate catalog or online at <http://westminster.rider.edu>.

College of Business Administration

www.rider.edu/cba

Master of Accountancy

www.rider.edu/macc

Master of Business Administration

www.rider.edu/mba

Executive MBA

www.rider.edu/emba



RIDER
UNIVERSITY

College of Business Administration

www.rider.edu/cba

Business administration is for anyone who wants to develop the skills needed to turn ideas and dreams into reality. Whether it's creating your own company or rising to the top of a major corporation, the key is having the skills to make it happen.

In each of its 12 majors, the College of Business Administration (CBA) seeks to develop in students the skills needed to perform effectively in a variety of organizational settings—small business, multinational corporation, service industry, not-for-profit, family company, Wall Street—depending upon the student's interests and goals. Each program is designed to provide an educational experience for the whole person by combining theory and practice. Business students participate in a learning environment that offers both the practical skills needed to launch a career and the learning skills needed for continued growth.

Mission Statement

The mission of the College of Business Administration is to provide a quality business education based on dynamic and innovative curricula to build professional competencies that enable our graduates to be productive, socially responsible participants in the rapidly changing global marketplace.

We create a supportive academic environment and provide our students opportunities for experiential learning. Our programs develop communication, interpersonal, teamwork, leadership, critical-thinking and problem-solving skills.

We are committed to continuous improvement as we strive for excellence. We ensure an infusion of current theory and practice in our curricula through scholarly research, professional activity and extensive business partnering.

Degree Programs

Master of Accountancy (MAcc), Master of Business Administration (MBA) and Executive MBA (EMBA) degree programs are offered.

The Rider University College of Business Administration (CBA) has a distinctive approach to business education and learning as defined by the mission statement. Graduate business programs strive for excellence through a strong emphasis on:

- Providing an innovative, flexible and dynamic curriculum with focus on the challenges facing today's businesses;
- Student development through experiential learning, career support and networking;
- Implementing alliances with local and international businesses and international universities; and,
- Driving quality and continuous improvement in everything we do.

The MBA and the MAcc programs are focused on developing the analytical skills and business knowledge for fully-employed business professionals and managers, as well as selected full-time students.

The Executive MBA places particular emphasis on leadership and advanced management skills. The Executive MBA is a cohort-based program designed to meet the needs of more experienced managers and executives.

Faculty

Courses are taught in small sections usually by full-time faculty holding doctorates. Most faculty members are engaged in research in their fields, and many have business experience as well. We draw our adjunct faculty from the ranks of executives from major corporations and thought leaders in business and service organizations. In addition, since most of the students are employed in professional or managerial positions, they bring a wealth of business experience to share with their peers as part of the learning process.

Professional Accreditation



Rider University's College of Business Administration graduate and undergraduate programs are accredited by AACSB International – The Association to Advance Collegiate Schools of Business. The initial accreditation was achieved in 1993 and reaffirmed in 2012. In addition, the accounting program was further recognized for excellence with AACSB International Accounting Accreditation in 2000 and reaffirmed in 2012.

Objectives and Program Summaries

Introduction

The EMBA, MAcc and MBA programs are designed for students with full-time professional, managerial or executive positions. For the MBA and MAcc programs, courses are typically offered during evening hours, Monday through Thursday in the fall, spring and summer semesters, with some courses offered in the late afternoons and online. While most students pursue the program on a part-time basis, courses are scheduled to allow a student to fast track a degree full-time by enrolling in up to four courses each semester. For the cohort-based EMBA, courses are offered in a program structure across 17 months with classes on Saturdays, skill sessions on selected Friday evenings and a two-week-long international study tour.

The Master of Accountancy (MAcc)

The MAcc Program prepares individuals for careers in the accounting profession. Those students who wish to pursue a career in public accounting will be able to develop required technical competencies and meet evolving credit-hour requirements for licensure. Accounting career paths in corporate, financial or governmental entities are facilitated through the core MAcc curriculum and specialized elective courses.

Required courses emphasize an integration and synthesis of accounting subject matter. Course work assumes that students have established a basic foundation level of understanding of accounting at the undergraduate level. Students without an undergraduate accounting degree will complete additional preliminary courses prior to completing the MAcc core curriculum.

In the MAcc program, students have the option to pursue a general MAcc degree creating a personalized skill set from the full menu of MBA and MAcc electives. Students may also elect to concentrate in one of the functional disciplines of finance, management, computer information systems or marketing, or pursue an interdisciplinary concentration in entrepreneurship, global business, corporate accounting for managers or fraud and forensic accounting.

Graduate accounting courses are offered in the evening with a limited offering also scheduled during afternoons and online. Both accounting and non-accounting electives (i.e., MBA electives) are available in the evening.

Please see the MAcc Web site at

www.rider.edu/macc

for up-to-date information on the program and faculty.

The Master of Business Administration (MBA)

The MBA Program prepares individuals for career advancement as business professionals, managers and leaders of organizations. Structured around contemporary business knowledge and the development of strong analytical and leadership skills, Rider has developed a forward-looking MBA program built on a long tradition of business education excellence.

The curriculum provides a distinctive and effective business learning environment that emphasizes advanced business theory, interpersonal and communication skills, cross-functional integration of business theory and practice, and the ability to manage in a changing environment.

MBA program flexibility is supported by a variety of MBA and MAcc electives. MBA students have the option to pursue a general MBA that allows them to select graduate level electives based on their individual professional needs. They may also elect to concentrate in one of the functional disciplines of finance, management, computer information systems or marketing, or pursue an interdisciplinary concentration in entrepreneurship, global business, forensic accounting, or corporate accounting for managers. Additionally, MBA students with an undergraduate accounting education can complete a concentration in forensic accounting.

Please see the MBA Web site at

www.rider.edu/mba

for up-to-date information on the program and faculty.

Undergraduate Students Taking Graduate Business Courses

Seniors enrolled in any business major can take one or two graduate business courses (MBA or MAcc) in the senior spring (or equivalent semester) if the following conditions are met:

- For taking an MBA course
 - Students must have at least a 3.5 GPA
 - One course can be taken which is either an elective or in the MBA Breadth, if all prerequisites have been met.
- For taking a MAcc course:
 - Students must have at least a 3.3 GPA or higher.
 - Students may take either MAcc 654 or an elective, if all the prerequisites have been met.

A graduate business course taken as an undergraduate but can fulfill the requirements of only one program, either graduate or undergraduate. No “Double Dipping” of coursework between graduate and undergraduate programs. Permission to take such courses will be granted by the Assistant Dean for Graduate programs based on a review of a student's academic record.

The Executive Master of Business Administration (EMBA)

The Executive MBA program allows experienced business professionals to earn an MBA in less than one and one-half years (17 months), while continuing to work full time. It also allows students to enter the program, complete classes and graduate with the same integrated group of up to 25 students. The program consists of two parts: the first part sets expectations concerning what it means to operate at an executive level and then delivers a solid foundation in business concepts and basic leadership and team skills. The second part provides advanced executive sessions on a variety of current business topics of relevance to the business executive. A personal, professional coaching program called Leadership Edge is also included in the curriculum. In addition, there is a seminar on international business, which includes approximately two weeks of travel in a key economic region of the globe. Other program highlights include: learning advanced business theory from the faculty plus receiving practical executive input from current business leaders who work alongside the faculty lending their personal insight to the classroom discussion; convenient scheduling (following the initial class, which consists of three weekends, all courses are on Saturdays); and, classes are held at a local (Princeton area) executive conference center.

Please see the Executive MBA Web site at www.rider.edu/emba

for unique admission requirements,

program schedules and other relevant information.

Master of Accountancy (MAcc)

www.rider.edu/macc

Course Requirements

The MAcc program consists of 30 semester hours at the graduate level, (MAcc 600 and PMBA 8000 levels only). At least fifteen semester hours are in accounting courses and the remaining semester hours are to be taken as graduate business electives. Please refer to the MBA course descriptions for a listing of PMBA elective courses. MAcc students may elect to use both MAcc and MBA electives to create concentrations. See the "Concentration" section provided in this catalog. Required graduate accounting courses are offered each semester. Graduate accounting electives are typically offered on a three-semester rotational basis.

Upper Level Required Accounting Courses

(12 credits)

Course No.	Course Title
MAcc-650	Seminar in Taxation (3)
MAcc-652	Analysis of Accounting Data (3)
MAcc-654	Issues in Financial Reporting (3)
MAcc-656	International Dimensions of Accounting (3)

Upper Level Elective Accounting Courses

Students must take one MAcc elective.

Course No.	Course Title
MAcc-658	Governmental and Not-for-Profit Accounting (3)
MAcc-662	Auditing Practice and Problems (3)
MAcc-663	Fraud and Forensic Accounting (3)
MAcc-664	Issues in Managerial Accounting (3)
MAcc-665	Fraud Detection and Deterrence (3)
MAcc-667	Business Valuation: Fundamentals, Techniques and Theory (3)
MAcc-670	Accounting Internship (requires prior approval of the Accounting Department Chairperson) (3)
MAcc-690	Special Topics

MAcc students who hold an undergraduate degree in an area other than business will need to complete all of the Business Core Requirements and Accounting Core Requirements before taking any Upper Level Accounting Courses.

MAcc students who hold an undergraduate business degree in an area outside of Accounting may waive the Business Core Requirements but must complete the Accounting Core Requirements before taking any Upper Level Accounting Courses.

MAcc students who hold an undergraduate degree in Accounting may waive the Business Core Requirements and the Accounting Core Requirements.

Waiver of these courses follows the guidelines defined under the Waiver of Courses section.

Note: Because Rider has earned AACSB Accounting accreditation, students who graduate with the MAcc degree, are deemed to have met educational requirements to sit for the CPA exam in any state. However, students planning to take the exam should consider elective courses in Business Law (PMBA-8491) and Governmental Accounting (MAcc-658).

Business Core Requirements

9 semester hours (for non-business undergraduate degree or outdated course work). See the communications requirement in note below.

Course No.	Course Title
PMBA-8020	Fundamentals of Accounting (3)
PMBA-8030	Economic Analysis (3)
PMBA-8060	Basic Marketing Principles (1.5)
PMBA-8070	Management Theory and Application (1.5)

Note: One objective of the MAcc program is to develop strong communication skills. This will be done both formally through a class for those not demonstrating a level proficiency expected for business professionals and informally for all students through faculty review of student-prepared course materials such as research reports, case study write ups and papers.

Students must have a 4.0 score or higher on the Analytical Writing Section of the Graduate Management Admissions Test (GMAT). This proficiency level demonstrates adequate writing skills and at this level, students will be waived from taking the required business writing course. If a student's score is lower than 4.0, he/she must take the English Department's course ENG-321 Work Place Writing: Business and Professional Contexts, or a similar writing course at a U.S. accredited university at the Junior (300), Senior (400) or Graduate (500 and above) levels. The student must achieve a "C" or better in the course, demonstrating basic proficiency. Course work done outside of Rider University must be approved by the Assistant Dean for Graduate Programs. This requirement must be met within one year of the start of a student's first semester in the MAcc program.

Accounting Core Requirements

18 semester hours (for non-accounting business undergraduate degree or outdated course work)

Course No.	Course Title
ACC-302	Cost Management
ACC-310	Accounting Theory and Concepts I
ACC-311	Accounting Theory and Concepts II
ACC-400	Principles of Auditing
ACC-405	Accounting Problems and Practice
ACC-410	Fundamentals of Federal Taxation

The Master of Accountancy (MAcc) – Waiver of Courses

A waiver of a course from the "Business Core Requirements" may be granted under the following conditions:

1. The Business Core Requirement courses may be waived if the student has graduated from an AACSB-accredited business program within five years prior to semester admitted, and the student achieved a "B" or better in the equivalent course or sequence of courses.
2. One or more Business Core Requirement courses may be waived if the student has achieved a "B" or better in an equivalent undergraduate course (at an accredited four-year institution) or graduate course (at an AACSB-accredited university) within six years prior to the semester admitted.

3. One or more Business Core Requirement courses may be waived based on a combination of education and work experience at the Assistant Dean of Graduate Programs' discretion.
4. With the approval of the Assistant Dean of Graduate Programs, students may take proficiency exams to test out of the Business Core Requirements courses if the above criteria are not met. A grade of "B" or better is required on the proficiency exams. Within the first year of matriculation, a student is able to take the proficiency exam once on one of the six specified dates. Students may not repeat any proficiency exams.

Waivers of courses for the "Accounting Preliminary Requirements" may be granted as outlined in conditions 1 and 2, if the student receives a "C" or better for these courses. There are no waiver examinations for the "Accounting Preliminary Requirements" for the MAcc program. When the MAcc "Accounting Preliminary Requirements" or the MBA "Pre-Program Requirements" are waived, the student is responsible for a satisfactory level of competency with the representative material. If necessary, the student should review and/or seek tutoring support for the waived material in preparation of advanced courses. Any appeal of a waiver decision based on previous course work must be made to the Assistant Dean for Graduate Studies within the first semester of the program.

Master of Business Administration (MBA)

www.rider.edu/mba

Course Requirements

The MBA Program requires a core of 31.5 credit hours of Breadth Course Requirements and 9 credit hours of elective courses. Students may also be required to take up to an additional 19.5 credit hours based on their business education and course waivers. A student must complete between 40.5 and 60 semester hours for an MBA, depending on the number of pre-program courses are waived. Electives may be used to concentrate in the areas of entrepreneurship, global business, finance, marketing, management, computer information systems, corporate accounting for managers, or forensic accounting to enrich the MBA.

Breadth Course Requirements

(31.5 semester hours)

Course No.	Course Title
PMBA-8200	Managerial Decision Making (3)
PMBA-8210	Information Technology Management (3)
PMBA-8220	Strategic Accounting for Managers (3)
PMBA-8230	Managerial Economics (3)
PMBA-8240	Applied Corporate Finance (3)
PMBA-8250	Operations and Supply Chain Management (3)
PMBA-8260	Marketing Analysis and Decision Making (3)
PMBA-8270	Organizational Behavior (3)
PMBA-8290	Legal and Ethical Aspects of Management (3)
PMBA-8880	Strategic Management (3) – must be taken concurrently with PMBA-8880L
PMBA-8880L	Strategic Management Lab (1.5) – must be taken concurrently with PMBA-8880

Elective Courses

(9 semester hours)

Students are required to complete 9 semester hours of electives to complete the program requirements. A minimum of one elective course (3 credit hours) must be on an international business topic. However, for those students with a concentration in forensic accounting, corporate accounting for managers, or entrepreneurship, the international elective requirement is waived.

Pre-Program Requirements – Courses

(19.5 semester hours for non-business undergraduates, outdated course work, or course work that did not meet waiver standards)

Course No.	Course Title
PMBA-8000	Executive Communications (1.5 Credit Hours)
PMBA-8010	Information Technology Proficiency (1.5 Credit Hours)
PMBA-8020	Fundamentals of Accounting (3 Credit Hours)
PMBA-8030	Economic Analysis (3 Credit Hours)
PMBA-8040	Basic Financial Principles (1.5 Credit Hours)
PMBA-8050	Introduction to Calculus (1.5 Credit Hours)
PMBA-8051	Fundamentals of Statistical Analysis (3 Credit Hours)
PMBA-8052	Models and Methods of Operations Management (1.5 Credit Hours)
PMBA-8060	Basic Marketing Principles (1.5 Credit Hours)
PMBA-8070	Management Theory and Application (1.5 Credit Hours)

Note:

1. One of the learning objectives of the MBA and MAcc programs is to improve the writing skills of the students. This will be done both formally through a class for those not demonstrating a level of proficiency expected for business professionals and informally for all students through faculty review of student-prepared course materials such as research reports, case study write-ups and papers.
2. A solid business math and calculus foundation is a pre-condition of the MBA program. This requirement may be met through prior undergraduate course work. Admitted students may also meet this requirement while in the program by successfully completing (with a grade of "B" or better) PMBA-8050 or an equivalent calculus course. This requirement must be met before the student may start the breadth courses of the program. Calculus is required for PMBA-8230.

The Master of Business Administration (MBA)

– Waiver of Courses

A waiver of a course from Pre-Program Requirements may be granted under the following conditions:

1. The Pre-Program courses may be waived if the student has graduated from an AACSB accredited business program within five years prior to semester admitted, and the student must achieve a “B” or better in the equivalent course or sequence of courses.
2. One or more pre-program courses may be waived if the student has achieved a “B” or better in an equivalent course (at an accredited four-year institution) or graduate course within six years prior to the semester admitted.
3. One or more pre-program courses may be waived based on a combination of previous education and work experience at the Assistant Dean of Graduate Programs’ discretion.
4. With the approval of the Assistant Dean of Graduate Programs, students may take proficiency exams to test out of the Pre-Program Requirement courses if the above criteria are not met. A grade of “B” or better is required on proficiency exams. Within the first year of matriculation, a student is able to take the proficiency exam once on one of the six specified dates. Students may not repeat any proficiency exams.

If a student is granted a waiver for any Pre-Program requirements, the student is responsible for a satisfactory level of competency with the representative material. If necessary, the student should review and/or seek tutoring support for the waived material in preparation of advanced courses. Any appeal of a waiver decision based on previous course work must be made to the Assistant Dean for Graduate Studies within the first semester of the program.

Note:

1. All students in the MBA program are required to take the Executive Communications waiver exam, or take the Executive Communications course, PMBA-8000. The proficiency exam is offered two times a year. Students graded as proficient on their speaking and presentation skills will have PMBA-8000 waived, though they may choose to take the course for their professional development. Students must complete this requirement within one year of their entering semester.
2. Students must have a 4.0 score or higher on the Analytical Writing Section of the Graduate Management Admissions Test (GMAT). This proficiency level demonstrates adequate writing skills and at this level, students will be waived from taking the required business writing course. If a student’s score is lower than 4.0, he/she must take the English Department’s course ENG-321 Work Place Writing: Business and Professional Contexts, or a similar writing course at a U.S.-accredited university at the Junior (300), Senior (400) or Graduate (500 and above) levels. The student must achieve a “C” or better in the course, demonstrating basic proficiency. Course work done outside of Rider University must be approved by the Assistant Dean for Graduate Programs. This requirement must be met within one year of the start of a student’s first semester in the MBA Program.

Executive MBA (EMBA)

www.rider.edu/emba

Course Requirements

The Executive MBA is a 46.5-credit, 17-month program, taught in an integrated group setting. While there are many students with undergraduate business degrees in the EMBA program, it is especially appropriate for individuals who have non-business educational backgrounds and those who are transitioning to positions requiring higher levels of business, management, and leadership skills. Also, a key goal of the program is to emphasize application of the information and skills being taught; therefore, students will find this emphasis throughout all aspects of the program.

The program consists of two parts: the first part sets expectations concerning what it means to operate at an executive level and then delivers a solid foundation in business concepts and basic leadership and team skills; the second part provides “advanced executive sessions” on a variety of current business topics of relevance to the business executive.

The EMBA program also has several coaches who work with the students individually throughout the 17-month program to develop essential management, leadership, time management, stress management, and personal career skills.

Integrated Business Foundation

Course No.	Course Title
EMBA-9001	Top Management Perspective (Summer)
EMBA-9250	Statistical Analysis for Business (Fall)
EMBA-9251	Service and Production Management (Fall)
EMBA-9260	Strategic Marketing (Fall)
EMBA-9270	Management and Team Skills (Fall)
EMBA-9230	Economic Principles (Spring)
EMBA-9231	Economic Analysis & Decision Making (Spring)
EMBA-9220	Financial Reporting and Analysis (Spring)
EMBA-9240	Corporate Finance (Spring)

Advanced Topics

Course No.	Course Title
EMBA-9362	Product Development & Commercialization (Summer/Fall)
EMBA-9303	International Business Seminar with Travel (Summer/Fall)
EMBA-9302	Corporate Performance Evaluation (Summer/Fall)
EMBA-9271	Leadership (Summer/Fall)
EMBA-9301	Corporate Governance: Legal & Ethical Issues (Summer/Fall)
EMBA-9310	Informational Technology and Management (Summer/Fall)
EMBA-9880	Strategic Management (Summer/Fall)

Waiver of Program Coursework

There are no course waivers granted for the EMBA program.

Executive in Residence Program

Successful business executives, each with their own specialization, are brought in to work alongside the Rider faculty to lend their personal insight to classroom discussion during many of the courses in the “advanced executive session” portion of the program.

International Experience

The international experience includes approximately two weeks traveling in selected developing and/or emerging countries around the world. The actual location for each integrated group is partially dependent upon the interests and needs of the group. Through a series of site visits, the group will meet with business leaders, develop relationships with overseas firms, and get an up-close look at how business is done in some of the world’s most dynamic emerging markets.

Cost

The cost of the program is all-inclusive, covering tuition, books, food, fees, and the international study experience.

Application Procedures (MAcc, MBA, EMBA)

To apply for admission to the MAcc, MBA, or Executive MBA program, the procedures are:

- Obtain an application for admission from the Office of Graduate Admission or online at www.rider.edu/gradadmission.
- Complete the application for admission and application fee form, and return them with your resume and statements of aims and objectives, or statement of objectives for EMBA applicants, with the nonrefundable \$50 application fee to the Office of Graduate Admission.
- Register and take the GMAT and furnish the Office of Graduate Admission with official notification of your GMAT scores. If you have already taken this test, request the Graduate Management Admissions Council (GMAC) to furnish the Office of Graduate Admission with an official notification of your score. Executive MBA applicants may not need to have a GMAT score. Please contact the EMBA Program Director to determine if the GMAT is necessary.
- Rider University will accept the Graduate Record Examination (GRE) in place of the GMAT as an admissions requirement. The Verbal and Quantitative Scores will be factored into an ETS-provided formula to develop a GMAT equivalent score. This equivalent score will be used for admissions decisions and external reporting. The GRE Analytical Writing Score will be used in the same manner as we use that score for the GMAT test. For the GRE, based on its grading rubric and scale, a score of 3.5 or higher will be accepted as competent writing skills; students achieving this level will be exempt from taking ENG 321 Work Place Writing: Business and Professional Contexts.
- Arrange to have an official transcript(s) sent to the Office of Graduate Admission by every institution of higher learning attended (including Rider University). A transcript should be sent even if only one course was taken at the institution. Only official transcripts will be accepted. Transcripts sent to the student are not acceptable unless they are sealed in the original envelope when received by the Office of Graduate Admission.

- MBA and MAcc applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) and have the official results sent to the Office of Graduate Admission. A score of 80 on the internet-based TOEFL exam is considered proficient and acceptable.
- International students are asked to have their transcripts evaluated (and translated, if necessary) for program equivalency by a recognized credential evaluation service. World Education Services in New York City is suggested for this evaluation.
- For international students, a notarized financial resource statement or notarized bank statement is required to demonstrate the student’s ability to pay the total cost of attendance.
- Additional Executive MBA application requirements include the following personal information:
- Two work-related recommendations (employer or another business-related source)
- Personal interview

Application Deadlines

The deadlines for the submission of all credentials for the MBA and MAcc are August 1 for the fall semester, December 1 for the spring semester and May 1 for the summer session. The application deadline for the EMBA is July 1. Applications received after the official deadlines may be given consideration at the discretion of the College of Business Administration.

Admission Requirements

MBA and MAcc

No decision is made on an application for admission to the graduate programs of business administration until all required credentials have been submitted. These include a completed application form, a \$50 application fee, official notification by GMAC as to the score achieved on the Graduate Management Admissions Test (GMAT), resume, statement of aims and objectives, and an official transcript from every institution of higher learning attended. To be admitted to this program, an applicant must show evidence that he or she has earned a bachelor’s degree or equivalent from an accredited institution of higher learning and has the potential to perform satisfactorily at the graduate level. The primary criteria used in making admission decisions are the undergraduate grade point average, the score achieved on the GMAT, professional experience, and graduate level GPA (if applicable). The Graduate Record Examination (GRE) is acceptable as an admissions examination in place of the GMAT.

The GMAT requirement will be waived for MAcc or MBA applicants who have passed the CPA certifying exam or hold a Ph.D. from an accredited university in the United States. The GMAT requirement will also be waived for MAcc students who have passed the CMA exam.

The GMAT will be waived for potential MAcc students who:

- Have completed at least 90 undergraduate credits in an accounting program from a U.S. AACSB accredited university in the last five years.
- At the time of application, have an overall GPA of at least 3.3 and a 3.3 GPA in accounting.

Students who meet the criteria will be accepted conditionally into the MAcc program. The conditions of admission will be to maintain the minimum GPA requirement throughout the remainder of the undergraduate program and successfully complete the undergraduate program. After the conditions are met, students will be formally admitted into the MAcc. Accounting graduates, who meet the above criteria, will be directly admitted to the MAcc program.

International students are required to present evidence of completion of a university degree equivalent to, or higher than, a bachelor's degree in the United States. A program equivalency evaluation by a recognized evaluation service is required. World Education Services in New York City is suggested for this service. International applicants must also provide a notarized financial resource statement or notarized bank statement demonstrating their ability to pay the total cost of attendance at Rider.

If a student is conditionally admitted, (i.e., not satisfying one of the requirements above), he/she has no more than four months to satisfy the conditions. Exception to satisfying the conditions can only be approved by the Assistant Dean of Graduate Programs.

EMBA

To qualify for the program, you must demonstrate the following:

Academic Background

- Bachelor's degree from an accredited school
- Minimum 3.0 GPA (will review if GPA is less than 3.0 and GMAT score is greater than required minimum)
- A GMAT score of at least 550*

Business Related Background

- Full-time employment
- Minimum five years of work experience
- Three years managerial/supervisory experience
- Two work-related recommendations (employer or another business-related source)

Note: A GMAT score of less than 550 will be reviewed by the Rider University College of Business Administration Graduate Studies Committee, at which time the Committee will carefully weigh all other factors, such as the candidate's record of experience and employer support. There is also an option to not take the GMAT; however, additional requirements must be met. To discuss your potential situation, please call the Graduate Admission Office at 609-896-5036.

Classification

Each student admitted to the MBA or MAcc program is assigned to one of the following classifications:

Full Standing

- Students who have full standing are permitted to register for any pre-program courses that have not been waived or for certain breadth courses, if those courses are needed by the student.

Special

- Special student status is granted to those students enrolled in a graduate program at another institution who have been granted permission to take graduate business courses at Rider.

Non-matriculated MBA and MAcc students

Students are allowed to take up to a total of 9 credit hours (a maximum of 6 credit hours in any one semester or summer session, a total of nine in one and one-half years) as non-matriculated students if they meet the following criteria:

- They have had two years of work experience after the completion of their undergraduate studies;
- They have achieved a 3.0 GPA in their last 60 credit hours or a 3.0 overall GPA for their undergraduate degree at an accredited university;
- They meet the prerequisites for the specific class;
- The classes that they are taking as non-matriculated students are not classes that could be waived if they were admitted to the program; and,
- They achieve at least a "B" in each non-matriculated course taken and have at least a 3.25 upon completion of the first 6 credit hours.

At any point up to four years after successful course completion (defined as "B" or better), should the student decide to apply to the MBA or MAcc program and be accepted, these courses will be "transferred" and count towards the completion of the degree.

Students will only be allowed to take courses as a non-matriculated student for one and one-half years.

Executive MBA students are admitted as "full standing" only.

Transfer of Courses

A student may request the transfer of a graduate course taken at an AACSB-accredited institution. Such a request may be granted if the course was taken recently, was passed with a grade of "B" or higher, and was taken before admission to the MBA program at Rider. Once a student has been admitted to the program, graduate courses taken at other AACSB-accredited institutions must have prior approval of the Assistant Dean of Graduate Programs before transfer credit will be allowed. A maximum of six semester hours of transfer credit may be granted for application against the elective requirements. No academic credit will be granted for corporately-sponsored management or professional development courses.

As the EMBA program is cohort-based, the transfer of courses will not apply.

Advising

The Academic Coordinator of Graduate Programs is the advisor to students in the MBA and MAcc programs and tracks program progress. The Director of the Executive MBA Program is the advisor to the EMBA students. Students are also encouraged to contact members of the faculty and the programs' executive-in-residence for career and related advising.

Note: The most significant policies and procedures for the graduate business programs are covered in this catalog. Questions and issues not addressed here default to *The Source* and other University-wide policy statements.

Course Repeat Policy

With the written permission of the Assistant Dean for Graduate Programs, MBA and MAcc students may repeat graduate courses for which they received grades of “C+” or lower. Both grades will appear on the student’s transcript, but only the second grade will count in the GPA.

Academic Integrity

Students are expected to conduct themselves professionally and with the highest standards of academic integrity. *The Source* student handbook outlines Rider’s academic guidelines.

Dismissal

Rider University reserves the right to dismiss any student when, in the judgment of the faculty or officers of Rider, such action seems advisable. A student in a graduate business program will be subject to dismissal for any of the following reasons:

- Receiving more than two grades of “C+” or below in graduate-level work;
- Completing graduate course work with a cumulative grade point average of less than 3.0;
- Failure to complete the MAcc or MBA program in the required six years.

In all cases of dismissal, graduate business students have the right of appeal. Academic standing dismissal is a progressive process with student participation and advising designed to help students regain good academic standing. Students approaching the six-year time limit to complete the MBA or MAcc may request a time limit extension prior to actual dismissal. The request should be based on unique work requirements, personal, or other reasons. Time limit appeals will be reviewed and acted on by the appropriate program director.

Honors Graduates

Students who graduate with an overall grade point average of 3.85 or better are designated as graduating with distinction. This term appears on the student’s official transcript, below the student’s name in the commencement program, and on the diploma.

Graduation Requirements and Application

To graduate from the MAcc or MBA programs, students must have completed all of the course requirements as described above, within the six-year time frame and:

- Must have a Grade Point Average (GPA) of 3.0;
- Cannot have received more than two grades of “C+” or below;
- Cannot have any grades below a “C.”

A student who expects to graduate must fill out and file an application for graduation form no later than the date indicated on the calendar for each semester, found at the front of this publication. Note that students cannot graduate with more than two grades below “C+” level.

Concentrations for MBA and MAcc Students

The required courses provide a distinct and consistent advanced business knowledge and skill platform for all students in the program. The electives allow the student to tailor the graduate educational experience to fit individual needs. Concentrations are three-course electives (nine credit) sequences defined from a menu of electives by either the functional department (finance, computer information systems, management, marketing or forensic accounting) or by interdisciplinary program coordinators (entrepreneurship, global business, or corporate accounting for managers). Electives counted toward a concentration are to carry a grade of “B” or better, and students must achieve a 3.20 GPA in those electives. Students may elect to pursue a general management option in lieu of a specific concentration.

Entrepreneurship

Faculty Contact: Dr. Ronald Cook

A minimum of 3 courses needed.

Required:

PMBA-8383 Entrepreneurship

Pick Two:

PMBA-8313 E-Commerce

PMBA-8384 Consulting for New and Small Ventures

PMBA 8385 New Venture Launch

PMBA-8386 Green Entrepreneurship

PMBA-8491 Business Law

PMBA-8902 Independent Study in Entrepreneurship*

Forensic Accounting (MBA, Undergraduate Accounting Majors Only)

Fraud & Forensic Accounting (MAcc students)

Faculty Contact: Dr. Margaret O'Reilly-Allen

A minimum of 3 courses needed.

Required:

MAcc-663 Fraud and Forensic Accounting

MAcc-665 Fraud Detection and Deterrence

Pick One:

MAcc-667 Business Valuations: Fundamentals, Techniques, and Theory

PMBA-8312 Data Mining

Corporate Accounting for Managers

Faculty Contact: Dr. Margaret O'Reilly-Allen

A minimum of 3 courses needed.

Available to all MBA and MAcc students. This concentration is designed to prepare students to sit for the CMA exam. Based on the student's degree program, one of the three categories below will apply:

MBA, Non-Accounting undergraduates

All 3 courses required:

PMBA-8324	Financial Reporting
MAcc-664	Issues in Managerial Accounting
PMBA-8321	Managerial Taxation

MBA, Accounting undergraduates

Required:

MAcc-664	Issues in Managerial Accounting
PMBA-8321	Managerial Taxation

Pick One:

PMBA-8346	Financial Modeling
MAcc-667	Business Valuations

MAcc students

Required:

MAcc-664	Issues in Managerial Accounting
PMBA-8321	Managerial Taxation

Pick One:

PMBA-8240	Applied Corporate Finance
PMBA-8346	Financial Modeling
MAcc-667	Business Valuations

Management

Faculty Contact: Dr. John Donovan

A minimum of 3 courses needed.

PMBA-8371	Human Resource Management
PMBA-8372	Management Skills
PMBA-8375	International Management
PMBA-8376	Organizational Development and Effectiveness
PMBA-8377	Managing Workforce Diversity
PMBA-8383	Entrepreneurship
PMBA-890X	Selected Topics in Management
PMBA-890X	Selected Topics in Leadership
PMBA-8902	Independent Study in Management*

Marketing

Faculty Contact: Dr. Cynthia Newman

A minimum of 3 courses needed.

PMBA-8361	Business-to-Business Marketing
PMBA-8362	Marketing Communications
PMBA-8363	Consumer Behavior
PMBA-8364	Marketing Research
PMBA-8365	International Marketing Management
PMBA-8902	Independent Study in Marketing*

Information Systems

Faculty Contact: Dr. Lan Ma Nygren

A minimum of 3 courses needed.

PMBA-8312	Data Mining
PMBA-8313	Electronic Commerce
PMBA-8314	Project Management
PMBA-8315	Globalization and Technology
PMBA-8902	Independent Study in IS*

Global Business

Faculty Contact: Dr. Susan Denbo

A minimum of 3 courses needed.

MAcc-656	International Dimensions of Accounting
PMBA-8315	Globalization and Technology
PMBA-8335	International Trade and Investment
PMBA-8345	International Financial Management
PMBA-8365	International Marketing Management
PMBA-8375	International Management
PMBA-8902	Independent Study in Global Business*
PMBA-8903	International Business Seminar

Finance

Faculty Contact: Dr. Maury Randall

A minimum of 3 courses needed.

PMBA-8341	Corporate Treasury Management
PMBA-8343	Investment Instruments and Strategies
PMBA-8344	Financial Market Operations
PMBA-8345	International Financial Management
PMBA-8346	Financial Modeling
PMBA-8347	Portfolio Management
PMBA-8349	Personal Finance
PMBA-8902	Independent Study in Finance*

***NOTE: ALL Independent Studies must be sponsored by a full-time faculty member and approved by the Assistant Dean for Graduate Programs.**

Education, Leadership, and Counseling

www.rider.edu/education



Calendar

Fall Semester 2012

September

- 2 Sunday**
Residences open for new students
- 2-4 Sunday-Tuesday**
Final new student testing and scheduling
New student orientation
- 3 Monday**
Residences open for continuing students
- 5 Wednesday**
Day and Evening classes begin
- 5-11 Wednesday-Tuesday**
Schedule changes
- 12-18 Wednesday-Tuesday**
Courses may be dropped

September

- 5 Wednesday**
Classes begin
(Registration after first class meeting requires
\$50 late registration fee)
- 11 Tuesday**
Last day to add classes
- 18 Tuesday**
Last day to drop classes

October

- 1 Monday**
Graduate application deadline for graduation
in December 2012
Comprehensive Examination application deadline
for fall 2012 exams
- 15 Monday**
4:30 p.m.
Registration begins for spring semester
- 23 Tuesday**
Last day to withdraw from classes with student discretion

November

- 10 Saturday**
9 a.m.–1 p.m.
Comprehensive Exams
- 20 Tuesday**
Last day to withdraw from classes with consent of instructor
- 21-25 Wednesday-Sunday**
Thanksgiving recess

December

- 7 Friday**
Last day to withdraw from classes for reasons of
psychological or physiological incapacity
- 13 Thursday**
Fall semester ends

Spring Semester 2013

January

- 28 Monday**
Classes begin
(Registration after first class meeting requires
\$50 late registration fee)

February

- 1 Friday**
Deadline for makeup of fall semester incomplete grades
Last day to add classes
- 8 Friday**
Last day to drop classes
- 15 Friday**
Graduate application deadline for graduation in May 2013
Comprehensive Examination application deadline for
spring 2013 exams

March

- 15 Friday**
Last day to withdraw from classes with student discretion
- 15-24 Friday-Sunday**
Spring recess
- 25 Monday**
Classes resume
- 30 Saturday**
9 a.m.–1 p.m.
Comprehensive Exams

April

- 19 Friday**
Last day to withdraw from classes with consent of instructor

May

- 3 Friday**
Last day to withdraw from classes for reasons of psychological
or physiological incapacity
- 9 Thursday**
Spring semester ends
- 16 Thursday**
Commencement

Summer Session 2012

Students interested in calendar and course offerings for the summer sessions should consult the summer session catalog, available from the College of Continuing Studies at 609-896-5033 or ccs@rider.edu.

Guide to Programs

If you are interested in	See section on
<ul style="list-style-type: none"> Counseling 	Educational Specialist in Counseling
<ul style="list-style-type: none"> Counseling Clinical Mental Health Counseling School Counseling (Elem./Sec.) Licensed Professional Counselor Director of Counseling Services 	Counseling Services
<ul style="list-style-type: none"> School Psychologist 	Educational Specialist in School Psychology
<ul style="list-style-type: none"> Curriculum Specialist Supervisor of Instruction (K–12 including business education and subject specialties) 	Teacher Leadership
<ul style="list-style-type: none"> Athletic Director School Administrator Principal School Business Administrator 	Educational Administration
<ul style="list-style-type: none"> Reading Specialist 	Reading/Literacy Education
<ul style="list-style-type: none"> Special Education Teacher of Students with Disabilities 	Special Education
<ul style="list-style-type: none"> Bilingual Education Teacher Business Teacher Elementary Teacher English Teacher English as a Second Language Teacher Mathematics Teacher Music Teacher Preschool-Grade 3 Teacher Reading Teacher Science Teacher Social Studies Teacher World Languages Teacher 	<p>Graduate Level Teacher Certification</p> <p>EMBA-9900 Leadership Edge</p> <p>Required, not for credit</p> <p>This course is structured as pass/fail. It provides students at, or aspiring to, executive positions within their organization's career, leadership and management development with a real-time, practical approach to leadership. This differentiator and developmental component is referred to as "The Leadership Edge." Students will reflect on self-assessments completed as part of the program. They are then able to leverage the Leadership Edge experience by pursuing different methods of developing career, leadership, and management competencies to fill identified gaps. Opportunities for development are met through individual (private) coaching sessions to discuss personal career and organizational situations.</p>
<ul style="list-style-type: none"> Teacher-Coordinator of Cooperative Vocational-Technical Education 	Teacher-Coordinator of Cooperative Vocational-Technical Education
<ul style="list-style-type: none"> Leadership in Information Technology Leadership in Higher Education Leadership in Counseling-Related Services Leadership for Change and Crisis in Organizations 	Organizational Leadership
<ul style="list-style-type: none"> Teacher Development and Professional Advancement 	Master of Arts in Teaching

The Department of Graduate Education, Leadership, and Counseling strives to provide quality programs with personal attention. Our full-time faculty, all of whom have doctoral degrees, teach the majority of our courses. Our School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and our Master's degree in Counseling Services is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Other programs that have received national accreditation include: School Psychology; Educational Administration; Curriculum, Instruction and Supervision; and Reading/Language Arts.

Classes are scheduled to enable those who work full-time to complete their programs. Class sizes are moderate to small, and all degree programs have internships.

The department offers educational specialist degrees, master's degrees, and certifications and endorsements in a variety of areas. These degree programs of study, their descriptions, and the certifications associated with them appear first and the remaining certification and endorsement programs follow. Within each category, they are in alphabetical order. Course descriptions follow the descriptions of all the programs. The Procedures and Policies section contains many important pieces of general information about graduate study. All programs require an application available from the Office of Graduate Admission.

You may also apply to be a special student. Students enrolled in graduate programs elsewhere or students seeking course work for professional development not leading to a degree, certification or endorsement from Rider University may take courses as a special student. Apply to the Graduate Admission Office. You must have a bachelor's degree and two letters of recommendation.



Mission Statement

The School of Education prepares undergraduate and graduate students for professional careers in education, organizations, and agencies in the diverse American society.

The School of Education fosters the intellectual, personal, and social development of each student for a changing world by creating and providing programs that embody the highest academic and professional standards.

The School of Education develops students who are committed, knowledgeable, professional, and reflective and who value service, ethical behavior and the improvement of one's self and profession.

The School of Education promotes a climate of scholarly inquiry, high expectations for achievement, and best professional practices, while establishing beneficial relationships with the public and exchanging relevant ideas and services that speak to emerging needs.

School of Education Conceptual Framework

Knowledgeable

The School of Education emphasizes content and pedagogical knowledge, which candidates implement in supervised classroom and field experiences. Candidates use acquired technological expertise and reference relevant standards for planning and reflecting on their classroom work.

Professional

Novice and experienced educators enrolled in the School of Education are on a career-long path toward professionalism that does not end with graduation. We encourage candidates to become thoughtful, creative problem-solvers.

Reflective

The School of Education defines reflection as the process of thinking clearly and deliberately to promote understanding about professional practice. Reflection, grounded in active experience, has value for developing educators, through classroom observation, self-assessment, and journal writing.

Committed

Commitment, highly prized by the School of Education, serves as an essential cornerstone for teaching and learning. Commitment is a set of connected attitudes, values, and beliefs that result in professional behaviors expected of dedicated educators.

Admission Status

Upon completion of the steps in the application procedures described below, the applicant will be assigned to one of the following classifications once admitted:

Graduate Standing

The student is qualified to undertake graduate study and is recognized as a degree or certification candidate upon admission;

Conditional Standing

Students who do not satisfy all of the admission requirements or have not completed all of the undergraduate preparatory requirements or both may be permitted to enroll in studies during a probationary period not exceeding twelve (12) graduate credits with a minimum grade point average of 3.0. Students who fail to attain a 3.0 grade point average upon completion of up to twelve (12) graduate credits will be subject to dismissal.

Special Standing

The student does not plan to be a degree candidate or certification candidate in a department/graduate program. Certification students enter the program under this classification. (If a certification student applies for admission to a master's or specialist degree program and is accepted, the student may apply for transfer of certificate course credits according to the policy guidelines of the department.)

Transfer of Credit

Upon application to and before admission to any graduate degree program in education, leadership, and counseling, students may request transfer of up to 12 semester hours of graduate credits completed at an accredited institution. These credits must have been earned within six years of the date of credit transfer approval. All transfer credits must be approved by the advisor and the department chair. Courses accepted for transfer must be similar to required or elective courses that are approved for the respective programs, and a grade of at least "B" must have been earned in each of these courses.

Students who are eligible to transfer graduate credits from other institutions must submit official transcripts of these credits. The Department of Graduate Education, Leadership, and Counseling will consider specific written requests for appropriate transfer credits. Official transcripts covering courses submitted for transfer must accompany the written request for such transfer if the transcripts have not already been filed.

Transfer of Credit for Educational Specialist (Ed.S.) Students

Rationale: The Department of Graduate Education, Leadership, and Counseling recognizes that students enrolled in an educational specialists program may enter after completing an appropriate master's program. Consideration is typically given to their prior graduate training and its application to the current degree. The program director/designee and the department chairperson will determine the number of credits to be transferred given the following guidelines.

Guidelines for Transfer of Credits for Ed.S. Students

1. All transfer credits must carry a letter grade of at least "B."
2. Transfer credits must be taken within the six years from the date of acceptance into the program. Exceptions may also be granted by the program director/designee for courses where content remains consistent over time and supports current program objectives.
3. For students in the School Psychology Program up to 36 credits may be transferred. Students in the Counseling Services Program may transfer up to 48 credits from a CACREP approved program. Students admitted from a non-CACREP approved program may transfer up to 36 credits.
4. Official transcripts must accompany the request for transfer of credit. The program director/designee must approve the credits to be transferred upon admission.
5. Credits approved for transfer will be added to the student's transcript at the time of admission to the program.
6. Course descriptions and/or syllabi of the courses being requested for transfer may be required.

Guidelines for Transfer of Credits for MA in Organizational Leadership Students

1. All requests for transfer credits must be made at the time of application.
2. Courses accepted for transfer to accomplish core or concentration requirements must be substantially similar to those students would take at Rider University.
3. Courses accepted for transfer to accomplish elective requirements must be approved by the program director/designee.
4. Course syllabi for transfer requests must be provided.
5. Decisions for accepting courses for transfer credit will be made by the program director/designee and appropriate faculty subject experts.
6. Not all concentrations allow transfer credit.
7. If not already filed, official transcripts must accompany the application for transfer of credits.
8. All courses used for transfer of credit must be "B" or better.
9. Courses used for transfer of credit must have been taken within six (6) years from the date of admission to the program.

Course Repeat Policy

Students may not repeat any graduate course for credit that they have already taken, except a course in which they have received a grade lower than "B" or one from which they withdrew. Any exceptions must be approved by the department chair.

Comprehensive Examination

Students who are pursuing a graduate program leading to the Master of Arts in counseling services; clinical mental health counseling; organizational leadership; reading/literacy education; or special education, must successfully pass a comprehensive examination covering knowledge of a specialized field; major concepts, theories and ideas; techniques for applying to a problem area knowledge of the specialized field and/or the related areas of foundations and research; adequate communication of ideas in light of the question(s) posed.

The comprehensive examination is administered once each regular semester during the academic year. Only those students who have achieved the following requirements for the MA degree are eligible to sit for this exam:

1. A cumulative average of 3.0 or better by the time of application for the comprehensive exam.
2. In the last semester of the program; or, may take the examination in the spring if only one course remains and will be taken in the summer. Permission of program director/designee is required.

Application for Comprehensive Examination and Graduation

A student who plans to take the comprehensive examination and graduate must fill out and file an Application for Comprehensive Examination and Graduation form on or before the date specified in the graduate calendar for his or her final semester. This form must be filed with the chair of the Department of Graduate Education, Leadership, and Counseling.

Dismissal

Any of the following situations will result in the automatic dismissal of a student working toward a graduate degree or certification program in the Department of Graduate Education, Leadership, and Counseling:

- Receiving two grades of “F” in graduate course work;
- Receiving any grade of “C” (C+, C, or C- or lower) in more than two graduate courses;
- Not attaining a grade point average of 3.0 after taking twelve or more graduate credits at Rider University;
- Failing the comprehensive examination for the second time (pertains only to students enrolled in degree programs that require the examination);
- Failure to complete degree requirements in six years;
- The Department of Graduate Education, Leadership, and Counseling reserves the right to dismiss any student when, in the judgment of the faculty or the officers of Rider, such action seems advisable.

Honors Graduates

Students who graduate with an overall grade point average of 3.85 or better are designated as graduating with distinction. This term appears on the student’s official transcript, below the student’s name in the commencement program, and on the diploma.

Programs of Study

Degrees and Certifications Offered

The Educational Specialist (Ed.S.) degree is offered in the following areas:

- Counseling Services
- School Psychology

The MA degree is offered in the following areas:

- Clinical Mental Health Counseling
- Counseling Services
- Curriculum, Instruction and Supervision
- Educational Administration
- Organizational Leadership
- Reading/Literacy Education
- Special Education
- Teaching

In addition, the Department provides opportunity for study leading to teacher certification and other types of educational and human services certification.

Educational Certificates

The Department of Graduate Education, Leadership, and Counseling provides opportunity for study leading to teacher certification and other types of educational certification in the following areas:

- Bilingual Education
- Business Education Teacher
- Director of Counseling Services
- Elementary Teacher (K–5)
- English as a Second Language (ESL)
- English Teacher
- Mathematics Teacher
- Music Teacher
- Early Childhood Preschool–Grade 3 Teacher (P–3)
- Reading Specialist
- Reading Teacher
- School Administrator (Principal)
- School Business Administrator
- School Counselor
- School Psychologist
- Science Teacher (Biological Sciences, Chemistry, Physics, Earth Science)

- Social Studies Teacher
- Supervisor of Instruction
- Teacher Leadership
- World Languages Teacher—French, German, Spanish (K–12)

Endorsement to Existing Teaching Certificates:

- Teacher of Students with Disabilities
- Teacher-Coordinator of Cooperative Vocation/Technical Education
- Early Childhood Preschool–Grade 3 Teacher (P–3)
- English as a Second Language (ESL)
- Bilingual Education

Educational Specialist Degrees

The Educational Specialist (Ed.S.) is an advanced degree beyond the master's level. The Ed.S. in counseling services meets the Licensed Professional Counselor (LPC) educational requirements for most states. The Ed.S. in school psychology meets the New Jersey state certification requirements.

General Application Requirements

A decision is made about an application for admission only when all required credentials have been submitted. The faculty encourages prospective students from diverse ethnic and cultural backgrounds to apply.

The following are due by the application due date:

- A completed application form, with a non-refundable \$50 application fee;
- Official transcripts from all colleges and universities attended;
- Other such admission requirements as specified within the particular program to which you are applying;
- If there are due dates, they will be specified within the program requirements.

General Educational Specialist Degree Requirements

To qualify for the degree of Educational Specialist (Ed.S.), the candidate must:

- Comply with the general requirements concerning graduate study;
- Complete the program within six years of the date the student enrolled in his/her first course unless an extension is approved by the chairperson of graduate education, leadership, and counseling programs.

Educational Specialist in Counseling Services

(66 semester hours)

Program Description

The Educational Specialist (Ed.S.) is an advanced degree beyond the master's level. The Ed.S. in counseling services meets the Licensed Professional Counselor (LPC) academic requirements for most states.

There are three concentrations: school counseling; community counseling and director of school counseling services. Individualized advising helps candidates develop and grow professionally in the following specialty areas:

- Multicultural Counseling Issues
- College Counseling and Higher Education Affairs
- Group Counseling and Process
- Special Needs of At-Risk Students
- Legal and Ethical Issues in Counseling
- Career Counseling and Development
- Substance Abuse
- Geriatrics/Hospice Issues
- Probation/Parole Counseling
- Elementary/Secondary School Counseling
- Family and Marital Issues in Counseling
- Grief and Crisis Counseling
- Grant Writing/Management

The Ed.S. in Counseling Services also provides students the opportunity to become licensed as an Approved Clinical Supervisor by the National Board for Certified Counselors (NBCC). It also provides opportunity for candidates whose masters degree in counseling was completed with less than 48 credits, to complete the 60 credits now required by many state counseling licensure boards.

Admission Requirements

Admission into the program occurs in the summer, fall and spring semesters. For admittance into the fall semester, applications must be received by May 1, for the summer semester by April 1, and for the spring semester applications must be received by November 1. The following criteria must be met:

1. A master's degree in counseling or in counseling-related discipline.
2. A minimum of 3.25 GPA (on a 4.0 scale) in all previous graduate courses.
3. Two current professional references.
4. A written statement of the applicant's professional goals.
5. One year (or its equivalent) of counseling experience.
6. A group or individual interview.

Degree Requirements

1. A minimum of 66 graduate semester hours including appropriate master's level work.
2. Eighteen (18) credits must be completed after admission to the Ed.S. for candidates from CACREP approved master's programs.
3. Thirty (30) credits must be completed after admission to the Ed.S. for all non-CACREP approved program graduates.
4. Degree completion requires a minimum of 3.3 GPA.

The program will be individualized to allow students to meet their career goals and to provide in-depth training and experience in a specialized area.

Course Requirements for an Ed.S. in Counseling Services

Group I—Professional and Psychological Foundations

(36 semester hours)

Course No.	Course Title
COUN-500	Introduction to Counseling Services
COUN-503	Group Counseling
COUN-505	Vocational/Career Development
COUN-520	Multicultural Counseling and Relationship Development
COUN-530	Legal and Ethical Issues in Counseling and Psychotherapy
COUN-660	Counseling Supervision: Issues, Concepts and Methods
CNPY-502	Counseling Psychology Theories
CNPY-514	Psychopathology
EDPS-503	Human Growth and Development
EDPS-520	Measurements, Tests, and Assessments in Counseling/School Psychology
EDPS-521	Statistics and Qualitative Data Analysis
EDUC-500	Introduction to Research

Group II—Field Experience

(15 semester hours)

Course No.	Course Title
COUN-550	Counseling Techniques Laboratory
COUN-580	Elementary School Counseling Practicum
or	
COUN-581	Secondary School Counseling Practicum
or	
COUN-585	Individual Counseling Practicum
or	
COUN-586	Group Counseling Practicum
COUN-590	Internship in Counseling I
COUN-591	Internship in Counseling II
COUN-690	Internship in Counseling Specialty I

Group III—Special and Related Areas

(15 semester hours)

Course No.	Course Title
COUN-508	Foundations of Clinical Mental Health Counseling
COUN-510	Approaches to Family Counseling
COUN-515	Substance Abuse Counseling
COUN-516	Strategies in Addiction Counseling
COUN-525	Gender Issues in Counseling
COUN-535	Holistic Wellness Counseling
COUN-600	Independent Study and Research in Counseling Services
CNPY-503	Psychological Development of the Adult and Aging
CNPY-515	Consultation in School and Agency Settings
CNPY-516	Advanced Psychopathology
CNPY-518	Counseling with Children, Adolescents and Families
CURR-531	Strategies for Curriculum Development, Design, Innovation and Change
EDAD-501	Educational Leadership and Organizational Theory
EDAD-505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning
EDPS-502	Psychological Development of the Child and Adolescent
EDSO-501	Foundations of School Counseling: Referral Sources for Clients and Students with Special Needs
EDSO-510	Sociological and Cultural Foundations of Education
EDUC-530	Introduction to Student Affairs in Higher Education
PPCS-501	Sociology and Psychology of Crime and Delinquency

Educational Specialist Degree in School Psychology

(67 semester hours)

Program Description

The Rider University School Psychology Program is dedicated to educating future school psychologists within a climate of scholarly inquiry and the context of a scientist-practitioner model of service delivery. It is one of only three programs in New Jersey to be fully approved by the National Association of School Psychologists (NASP). Problem-solving and data-based decision-making permeate all aspects of training with the ultimate goal of fostering the knowledge base, skill set, reflective practice, and professional commitment to improve the educational and mental health of children and adolescents in the schools. The program offers a highly structured, developmental curriculum that builds upon preceding coursework and experience. Through a variety of theoretical, conceptual, and experiential pedagogical activities, students are prepared to provide a range of evidence-based services including consultation, psychological assessment, behavioral and academic intervention, prevention, counseling, and program planning/evaluation. Students also receive training in sensitively working with clients from diverse cultural and individual backgrounds.

Complementing the program's philosophy, the fundamental goals of the program (noted below) are to provide each graduate with the

required skills, professionalism, and knowledge base to become a productive member of the school psychology community:

1. Ability to implement a problem-solving model supported by a solid understanding of the knowledge base and empirical literature of school psychology as well as legal, ethical, and professional standards of practice.
2. Capacity to provide psychological services and educational consultation within diverse contexts where individual differences in ethnicity, socioeconomic status, culture, gender, sexual orientation, and abilities are appreciated.
3. Ability to work collaboratively with educators, administrators, school counselors, families, and the community to provide a comprehensive range of educational and mental health services to children and adolescents.
4. Capacity to utilize data-based decision making and empirically supported prevention, assessment, and intervention strategies that result in a positive impact on youth, families, and the communities/schools that they serve.

Professional knowledge and skills are developed across the 11 domains of training and practice established by the National Association of School Psychologists (NASP):

- 2.1 Data-Based Decision-Making and Accountability
- 2.2 Consultation and Collaboration
- 2.3 Interventions and Instructional Support to Develop Academic Skills
- 2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- 2.5 Diversity in Development and Learning
- 2.6 School-Wide Practices to Promote Learning
- 2.7 Preventative and Responsive Services
- 2.8 Family-School Collaboration Services
- 2.9 Research and Program Evaluation
- 2.10 Legal, Ethical, and Professional Practice

The acquisition of knowledge and skills is monitored and evaluated across the program via traditional assessment methods and performance-based outcomes representative of professional practice. Students also compile a portfolio to document and reflect upon their professional growth and to serve as evidence of competency across the domains of training and practice.

Admission Requirements

Applications must be received by February 1. Admission into the program occurs during the early spring with a start date in the subsequent fall semester. The review and acceptance process occurs immediately following the application deadline. Since the school psychology program must maintain a specified student-to-staff ratio, the number of openings available is controlled. Applicants, therefore, are encouraged to ensure that all materials are submitted by the deadline to receive optimal consideration. The following criteria must be met:

1. An undergraduate degree with a minimum GPA of 2.75 (on a 4.0 scale) or a graduate degree with a minimum GPA of 3.25.
2. Two letters of recommendation.
3. Submission of GRE scores in which the verbal and quantitative scores combined must be equal to or greater than 144.
4. Interview with program faculty.
5. A written statement of learning goals.

Degree Requirements

1. Satisfactory annual ratings for retention and progression in the School Psychology program. Program faculty will evaluate the academic, professional competencies, and professional work characteristics of each student based upon their portfolio and personal statement. A recommendation for continuation, continuation with remediation, or dismissal will be made by July 31st of each year.
2. Based upon NASP standards, all students must fulfill a residency requirement by enrolling as a full-time student (minimum of nine graduate credits for one semester) so as to develop an affiliation with colleagues, faculty, and the profession.
3. Completion of 67 graduate credit hours with a minimum GPA of 3.3 on a 4.0 scale.
4. Take the PRAXIS II exam in school psychology during the first semester of internship, EDPS-590 Internship in School Psychology and furnish a copy of the score to the school psychology program director.

Course Requirements for an Ed.S. in School Psychology

Foundations of Education and Human Behavior

(21 semester hours)

Educational Foundations

(9 semester hours)

Course No.	Course Title
EDSO-510	Sociological and Cultural Foundations of Education
EDAD-501	Educational Leadership and Organizational Theory
EDPS-508	Cognitive Processes and Learning

Human Behavior and Development

(12 semester hours)

Course No.	Course Title
EDPS-503	Human Growth and Development
EDPS-535	Biological Basis of Behavior
EDPS-538	Developmental Child Psychopathology
SPED-514	Positive Behavior Support

Professional Core: School Psychology Practice

(37 semester hours)

Assessment and Intervention

(18 semester hours)

Course No.	Course Title
EDPS-514	Assessment and Intervention I: Standardized Measures of Academics and Behavior (3)
EDPS-515	Assessment and Intervention II: Curriculum-Based Measures (3)
EDPS-509	Assessment and Intervention III: Psychological Assessment & Report Writing (3)
EDPS-510	Assessment and Intervention IV: Behavioral and Social-Emotional Needs (3)
EDPS-570	Advanced Interventions for Children, Adolescents and Families (3)
EDPS-581	Practicum in Psychology: Assessment and Report Writing (100 hours) (1)
EDPS-582	Practicum in the Assessment of Behavior and Social-Emotional Needs (100 hours) (1)
EDPS-584	Practicum in Curriculum-Based Measures (100 hours) (1)

Consultation

(4 semester hours)

Course No.	Course Title
CNPY-515	Consultation in School and Agency Settings (3)
EDPS-583	Practicum in Consultation in School and Agency Settings (1)

Research

(6 semester hours)

Course No.	Course Title
EDUC-500	Introduction to Research
EDPS-521	Statistics and Quantitative Data Analysis

Professional Practice

(9 semester hours)

Course No.	Course Title
EDPS-513	Professional Practice of School Psychology
EDPS-590	Internship in School Psychology I (600 hours)
EDPS-591	Internship in School Psychology II (600 hours)

Electives

(9 semester hours)

Education and Treatment of Students with Special Needs

(3 semester hours)

Course No.	Course Title
SPED-539	Instructional Practices for Students with Mild Disabilities
or	
SPED-535	Instructional Practices for Students with Severe Disabilities

Counseling Psychology

(6 semester hours)

Course No.	Course Title
COUN-550	Counseling Techniques Laboratory
CNPY-518	Counseling Children, Adolescents and Families

Practicum and Internship

Students are expected to complete 400 practicum hours prior to their internship. During each practicum, the students will develop specific skills in the field relative to associated coursework and under program faculty's supervision.

Internship serves as the culminating experience consisting of 1,200 hours. The internship occurs on a full-time basis over the period of one year OR on a part-time basis over two consecutive years.

Professional Development Opportunities

Certified school psychologists are invited to enroll in courses of their own selection to further develop or update their skills. Application is required as a special student.

Master's Degrees

The Department of Graduate Education, Leadership, and Counseling offers eight programs for the master's degree: Clinical Mental Health Counseling; Counseling Services; Teacher Leadership; Educational Leadership; Organizational Leadership; Reading/Literacy Education, Teaching, and Special Education. For application, admission and graduation, there are both general requirements for all master's degree programs and requirements specific to the program. Due to mandatory changes in the New Jersey Code, some of these programs may be revised by the time you enroll.

General Master's Degree Application Requirements

A decision is made about an application for admission only when all required credentials have been submitted. Applications must be received by April 1 for summer session, May 1 for fall session, and November 1 for spring session unless otherwise specified for specific programs. Completed applications received after the official deadline may be given consideration pending program capacity.

The faculty encourages prospective students from diverse ethnic and cultural backgrounds to apply. The following are due by the application due date:

- A completed application form, with a non-refundable \$50 application fee;
- Official transcripts from all colleges and universities attended;
- Other such admission requirements as specified within the particular program to which you are applying;
- If the due dates are different, they will be specified within the program requirements.

General Master's Degree Requirements

To qualify for the degree of Master of Arts, the candidate must:

- Comply with the general requirements concerning graduate study;
- Enroll in graduate study at Rider for no fewer than two academic semesters or the equivalent thereof;
- Complete at least 33–60 semester hours of graduate credit in an approved program of studies;
- Complete an internship/practicum as required by individual programs;
- Successfully pass a written comprehensive examination except for the Master of Arts in Teaching degree; Educational Leadership degree; and Teacher Leadership degree;
- Maintain a grade point average of “B” (3.0) or better for work submitted for the master's degree with no more than two “C”s; and
- Complete the program within six years of the date the student enrolled in his/her first course unless an extension is approved by the Department of Graduate Education, Leadership, and Counseling. Students in the Clinical Mental Health Counseling program have ten years and students in Counseling Services program have eight years to complete the program.

Counseling Services Master of Arts Programs

The Counseling Services Program offers two Master of Arts degrees: Clinical Mental Health Counseling and Counseling Services (School Counseling Concentration). Individual advising, small classes and engagement in carefully selected fieldwork experiences help students prepare for a variety of career goals as professional counselors. Computer literacy is expected and will be essential in the following courses: COUN-505, EDPS-520, and EDUC-500. All degree candidates must purchase student professional liability insurance.

Master of Arts in Clinical Mental Health Counseling

(60 semester hours)

Due to the 2009 change in Accreditation of Counseling and Related Educational Programs (CACREP) accreditation standards, the 48-credit Master's Degree in Counseling Services with Community Counseling Concentration has been replaced with a 60-credit Master's Degree in Clinical Mental Health Counseling. During this transition period, the 60-credit Master's Degree in Clinical Mental Health Counseling is accredited under the 2001 CACREP standards for Community Counseling as a Community Counseling program. In 2014, we will seek re-accreditation for this program as a Clinical Mental Health Counseling program under the 2009 CACREP standards. (Admission to the Community Counseling Concentration is closed.)

Program Description

The Masters of Arts in Clinical Mental Health Counseling prepares candidates for counseling positions in mental health agencies, hospital, industry, and private practice. The program meets the academic requirements for licensure as a Licensed Professional Counselor (LPC) in New Jersey and Pennsylvania and most other states. The course of study meets the core requirements of the National Board of Certified Counselors (NBCC).

Master of Arts in Counseling Services (School Counseling Concentration)

(48 semester hours)

Program Description

The Master of Arts in Counseling Services, School Counseling Concentration, prepares candidates for school counselor positions in elementary and secondary schools. The program's emphasis is on developmental counseling. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP); has been approved for certification by the New Jersey State Board of Education and meets the certification requirements in most other states; and meets the core requirements of the National Board of Certified Counselors (NBCC).

Admission Requirements

Admission into the program occurs in the fall and spring semesters. For admittance in the fall semester, applications must be received by

April 1, and for the spring semester applications must be received by November 1. Completed applications received after the official deadline may be given consideration pending program capacity. Individuals whose credentials are not complete by the due date cannot be guaranteed the required admissions interview.

The following criteria must be met:

1. Complete the general master's degree application requirements;
2. An undergraduate degree with a minimum GPA of 2.75. Applicants who have completed graduate level courses must have a minimum GPA of 3.0 in their graduate courses;
3. Official transcripts from all colleges and universities attended;
4. Two current professional letters of recommendation;
5. Participation, along with other applicants, in a group interview session facilitated by counseling services faculty. The purpose of this meeting is to help determine the applicant's fitness and compatibility for a career in this field;
6. An on-site writing sample to be completed on the day of the group interview. The purpose of this writing activity is to assist faculty in assessing the applicant's likelihood of success in meeting the written expression demands of the program;
7. Submission of results from either the General Records Examination (GRE) or Miller Analogies Test (MAT). A candidate who has a master's degree is exempt from these test score requirements.

The counseling services faculty will evaluate each applicant's potential for success in the program by taking into consideration all the factors listed above in arriving at admissions decisions.

Degree Requirements

1. Meet general master's degree requirements;
2. A passing grade on the comprehensive examination;
3. Successful completion of all academic and field requirements.

Course Requirements for Counseling Services

School Counseling Concentration

(48 semester hours)

Refer to *Counseling Services Handbook* for course sequence and prerequisites.

School Counseling

Group I

(36 semester hours)

Course No.	Course Title
COUN-500	Introduction to Counseling Services
CNPY-502	Counseling Psychology Theories
CNPY-514	Psychopathology
CNPY-518	Counseling Children, Adolescents and Families
COUN-503	Group Counseling
COUN-505	Vocational/Career Development
COUN-530	Legal and Ethical Issues in Counseling and Psychotherapy
COUN-550	Counseling Techniques Laboratory
EDPS-503	Human Growth and Development
COUN-580	Elementary School Counseling Practicum
or	
CNSC-580	Elementary School Counseling Practicum and Substance Awareness Director Practicum
or	
COUN-581	Secondary School Counseling Practicum
or	
CNSC-581	Secondary School Counseling Practicum and Substance Awareness Director Practicum
COUN-590	Internship in Counseling I
COUN-591	Internship in Counseling II

Group II

(6 semester hours)

Course No.	Course Title
EDPS-520	Measurement, Tests and Assessments in Counseling/School Psychology
EDUC-500	Introduction to Research

Group III

(6 semester hours)

Course No.	Course Title
EDSO-501	Foundations of School Counseling: Referral Sources for Clients and Students with Special Needs
EDSO-510	Sociological and Cultural Foundations of Education

Core Requirements for Clinical Mental Health Counseling

(60 semester hours)

Refer to *Counseling Services Handbook* for course sequence and prerequisites.

Group I

(51 semester hours)

Course No.	Course Title
COUN-500	Introduction to Counseling Services
CNPY-502	Counseling Psychology Theories
CNPY-514	Psychopathology
CNPY-516	Advanced Psychopathology
COUN-503	Group Counseling
COUN-505	Vocational/Career Development
COUN-508	Foundations of Clinical Mental Health Counseling
COUN-515	Substance Abuse Counseling
COUN-516	Strategies in Addictions Counseling
COUN-520	Multicultural Counseling and Relationship Development
COUN-530	Legal and Ethical Issues in Counseling and Psychotherapy
COUN-550	Counseling Techniques Laboratory
COUN-585	Individual Counseling Practicum
COUN-590	Internship in Counseling I
COUN-591	Internship in Counseling II
COUN-660	Counseling Supervision: Issues, Concepts, and Methods

Group II

(6 semester hours)

Course No.	Course Title
EDPS-520	Measurements, Tests and Assessments in Counseling/School Psychology
EDUC-500	Introduction to Research

Group III

(3 semester hours)

Elective: three semester hours of an elective must be taken with permission of program advisor. Please note - some electives may have prerequisites.

Professional Counselor Development Opportunities (Non-Degree)

Admission into the non-degree program is limited.

Professional Counselor Licensure Series

Graduates of master's degree programs in counseling are advised appropriately and take courses offered that are appropriate for those seeking professional counseling licensure. Admission is limited.

School Counselor Certificate Program

This certificate program meets or exceeds certification requirements in most states. Students are responsible for applying for certification in states other than New Jersey. Admission is limited.

Director of Counseling Services

This program is designed for school counselors who wish to be certified as director of counseling services. The applicant's academic and experience backgrounds are assessed in terms of state certification requirements. Admission is limited.

Substance Awareness Director (SAC) Certificate Program

Starting in Fall 2012, Rider University will offer Substance Awareness Director (SAC) Certificate, made up of 21 semester hours. This certificate is part of the Counseling Program in the Department of Graduate Education, Leadership, and Counseling. It meets the content area requirements, defined by the New Jersey Administrative Code--N.J.A.C. 6A:9-13.2 (c) 2: Substance Awareness Director Certificate of Eligibility with Advanced Standing (SAC CEAS). After completion of this 21 semester hour certificate, students can apply for the SAC CEAS in New Jersey (the SAC CEAS is supplied by the NJ Department of Education). Admission is limited.

Professional Development Opportunities

Those engaged in professional counseling are invited to enroll in courses of their own selection to further develop or to update their counseling skills and abilities. Admission is limited.

Master of Arts in Educational Leadership

(36 semester hours)

Program Description

The programs in Educational Leadership at Rider University prepare candidates for leadership positions at different administrative levels in elementary and secondary schools, colleges and related educational organizations. All programs are accredited by NCATE. The programs have been designed to be developmental and experiential in nature, fostering ethical behavior and the improvement of self and one's profession. Candidates are prepared for leadership opportunities in a collegial and collaborative academic environment that promotes inquiry and discovery, personal growth and initiative, and professional development. The Option Sequences build upon and reference the Interstate School Leaders Licensure Consortium (ISLLC); Standards for School Leaders, and the Standards of the National Policy Board for Educational Administration, utilized by the Educational Leadership Constituent Council (ELCC).

The Option I Sequence prepares candidates for leadership positions as a principal, assistant principal, director, or supervisor. The Option I Sequence is approved by the State of New Jersey to meet the established degree requirements for candidates for leadership positions in public schools. The supervisor certificate is issued by the state to applicants upon graduation. Passing the required state examination for certification and fulfilling all mentorship experiences after graduation are requirements to achieve permanent certification as a principal in New Jersey. The Certificate of Advanced Study in Educational Administration and Supervision is a certification program designed for candidates with a master's degree and a supervisor's license. Certification in Pennsylvania as an Elementary or Secondary Administrator currently requires either a program of eight leadership courses or completion of a Master of Arts Degree in Educational Administration. Either a focused course sequence or the Option I Degree Program Sequence taken at Rider meets Pennsylvania requirements. Passing the required state licensure examination is an additional requirement for Pennsylvania certification as a principal.

The Option II Sequence at Rider is designed for the candidate seeking a career as a school business administrator. The Option II Sequence leads to the degree with a focus in school business administration. New Jersey Administrative Code requires a master's degree for a school business administrator certificate. Either a Master of Arts in Educational Administration, licensure as a Certified Public Accountant, or completion of a sequence of courses beyond a master's degree will lead to eligibility for the state certificate. A course sequence also exists at Rider as a possible certification route in addition to the Option II Degree program.

The Option III Sequence at Rider is designed for the candidate seeking a position as Curriculum Supervisor or Department Chair. The Option III Sequence leads to a master's degree with a concentration in curriculum, supervision and instruction. In addition to the degree program, Rider offers a certification program for those candidates who

currently hold a master's degree, but wish to obtain certification as a supervisor only.

Instructional strategies are utilized in the program sequences that promote personal initiative, pro-active engagement, and collaborative learning opportunities. This is accomplished through scholarly inquiry in the knowledge base of leadership and organizational behavior, management strategy, and best practice applications in curriculum and instruction. The sequence of courses in each option will be taken in a prescribed order that is established with the student at the beginning of study at Rider University. Each degree program and certification option provides for internship experiences that extend throughout the course of study. Portfolio projects document the continuous and sustained accomplishments of the candidate in the appropriate work setting. All degree and certification candidates must complete a comprehensive internship experience that is cooperatively developed between the candidate, a site-based mentor, and the university professor. Please contact the Program Director for any additional information needed.

Admission Requirements

1. Complete the general master's degree application requirements.
2. A minimum 2.75 undergraduate GPA is required for admission.
3. Two letters of recommendation. At least one letter of recommendation from a current district or school administrator and a second letter of recommendation from either another administrator, or an immediate supervisor or a team leader. Students applying from a non-school setting must supply equivalent letters from current supervisors.
4. Submission of an initial personal leadership platform statement in educational administration.
5. An interview with the program director and a recommendation for acceptance into a sequence of study.

Degree Requirements

1. Meet general master's degree requirements.
2. Candidates will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.
3. Reference the ISLLC and ELCC Standards throughout the program.
4. Develop and refine the personal leadership platform statement throughout the program.
5. Complete a 9–12 hour standards and outcome-based growth project in each class and a 300 hour "capstone internship" in the Seminar/Practicum courses in Educational Leadership (EDAD-591/592). CSI candidates need only complete a 150-hour "capstone internship" in the Seminar/Practicum course EDAD-510.
6. Submit an electronic Leadership Growth Project Portfolio.
7. Complete a comprehensive standards-based self-assessment.
8. Complete a "Capstone School Improvement/Change Project."

Administration and Supervision Degree Program

(Option I Sequence)

The Master of Arts in Educational Leadership is a program designed for candidates who aspire to school leadership positions as a supervisor, director, assistant principal, or principal. The framework for the program has been established to meet preparatory requirements as established in the New Jersey Administrative Code (6A:9-12.5) as well as the challenges, responsibilities, and opportunities inherent in educational leadership. The complete internship experience begins and is documented from the first course, and the “capstone” internship experience (EDAD-591-592) concludes the program. Candidates will complete a year-long “Capstone School Improvement/Change Project.”

Group I—Administration and Leadership

(18 semester hours)

Course No.	Course Title
EDAD-501	Educational Leadership and Organizational Theory
EDAD-507	Education and the Law
EDAD-514	School Finance and Fiscal Management
EDAD-521	Using Research Strategies and Analysis of Data to Make Decisions in Schools
EDAD-591	Seminar/Practicum in Educational Leadership (fall)
EDAD-592	Seminar/Practicum in Educational Leadership (spring)

Group II—Supervision

(6 semester hours)

Course No.	Course Title
EDAD-505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning
EDAD-511	Group Process in Supervision for Creative Change and Collaboration in Schools

Group III—Curriculum and Instruction

(9 semester hours)

Course No.	Course Title
CURR-531	Strategies for Curriculum Development, Design, Innovation and Change
CURR-538	Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners
CURR-548	Curriculum and Instruction for Diverse Learners

Group IV—Foundations

(3 semester hours)

Course No.	Course Title
EDUC-515	Issues in American Schools and Society

Certificate of Advanced Study in Educational Leadership and Supervision (Principal Certificate)

The Certificate of Advanced Study in Educational Leadership and Supervision is a sequence option designed for candidates who aspire to school leadership positions as a director, assistant principal, or principal. Candidates have completed a master’s degree and hold New Jersey certification as a supervisor. A second course in supervision (EDAD-511) is required of candidates who have previously taken only one course in a state-approved supervisory certification sequence. An internship experience begins with and is documented from the first course. The approximately 60–70 hours of field-based experience under the supervision of a mentor translates leadership theory into practice. The complete internship experience begins and is documented from the first course, and the “capstone” internship experience (EDAD-591-592) concludes the program. Candidates will complete a year-long “Capstone School Improvement/Change Project.”

The frameworks for the program have been established to meet preparatory requirements as established in the New Jersey Administrative Code (6A:9-12.5) as well as the challenges, responsibilities, and opportunities inherent in educational leadership.

Required Courses in the Certificate Sequence

Course No.	Course Title
EDAD-501	Educational Leadership and Organizational Theory
EDAD-507	Education and the Law
EDAD-511	Group Process in Supervision for Creative Change and Collaboration in Schools
EDAD-514	School Finance and Fiscal Management
EDAD-521	Using Research Strategies and Analysis of Data to Make Decisions in Schools
EDAD-591	Seminar/Practicum in Educational Leadership (fall)
EDAD-592	Seminar/Practicum in Educational Leadership (spring)

School Business Administration Degree Program

(Option II Sequence)

(36 semester hours)

The Master of Arts in Educational Leadership, Option II, is a program designed for candidates who aspire to a leadership position as a School Business Administrator. The framework for the program has been established to meet preparatory requirements as established in the New Jersey Administrative Code (6A:9-12.7) as well as the challenges, responsibilities, and opportunities inherent in educational leadership.

Candidates are expected to have completed state required coursework (undergraduate or graduate) in economics and accounting prior to acceptance into the degree program. A “conditional acceptance” into the program can be given, requiring applicants without these two courses to complete them before beginning matriculation. The complete internship experience begins with and is documented from the first course and concludes with the “capstone” internship experience (EDAD-591-592). The complete internship experience begins and is documented from the first course, and the “capstone” internship experience (EDAD-591-592) concludes the program. Candidates will complete a year-long “Capstone School Improvement/Change Project.”

Group I—Administration

(18 semester hours)

Course No.	Course Title
EDAD-501*	Educational Leadership and Organizational Theory
EDAD-507*	Education and the Law
EDAD-514	School Finance and Fiscal Management
EDAD-521	Using Research Strategies and Analysis of Data to Make Decisions in Schools
EDAD-591	Seminar/Practicum in Educational Leadership (fall)
EDAD-592	Seminar/Practicum in Educational Leadership (spring)

Group II—Supervision and Curriculum

(6 semester hours)

Course No.	Course Title
CURR-531	Strategies for Curriculum Development, Design, Innovation and Change
or	
CURR-538	Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners
EDAD-511	Group Process in Supervision for Creative Change and Collaboration in Schools

Group III—School Business Administration

(9 semester hours)

Course No.	Course Title
EDAD-508*	Leadership in School Business Administration
EDAD-509*	School Financial Management and Accounting
EDAD-512*	School Facility Planning and Development

Group IV—Foundations

(3 semester hours)

Course No.	Course Title
EDUC-515	Issues in American Schools and Society

*These courses meet the state approved certification program for School Business Administrator.

School Business Administrator Certification Program (School Business Administrator Certificate)

This program is designed for candidates who aspire to a leadership position as a school business administrator. Candidates for the certification program have completed a master's degree in an area of study other than educational administration. The framework for the program has been established to meet preparatory requirements as established in the New Jersey Administrative Code (6A:9-12.7), as well as the challenges, responsibilities, and opportunities inherent in educational leadership as a school business administrator.

Candidates are expected to have completed state required coursework (undergraduate or graduate) in economics and accounting prior to acceptance into the certification program. A “conditional acceptance” into the certification sequence can be given, requiring applicants without the two courses to complete them before beginning the third course in the seven-course certification sequence. An internship experience begins with and is documented from the first course. The field-based experiences under the supervision of a mentor helps translate leadership theory into practice for the candidate. Candidates will complete a yearlong “Capstone School Improvement/Change Project” in EDAD-591-592.

Required Courses in the Certificate Sequence

Course No.	Course Title
EDAD-501	Educational Leadership and Organizational Theory
EDAD-507	Education and the Law
EDAD-508	Leadership in School Business Administration
EDAD-509	School Financial Management and Accounting
EDAD-512	School Facility Planning and Development
EDAD-591	Seminar/Practicum in Educational Leadership (fall)
EDAD-592	Seminar/Practicum in Educational Leadership (spring)

Teacher Leadership

Multiple Options for Teacher Leadership

We know teachers are busy professionals. Our new program has three options. For convenience, many courses within these options are offered in an online format. Face-to-face seminars are offered at various points in the program. Mentored internships and mediated field placements are the hallmark of this program.

Master of Arts in Teacher Leadership

The first option is to enroll in the full 36-credit master's degree, which provides teachers with a career path leading to teacher leadership. The overall aim of this option is improving instruction, increasing student achievement, and ultimately improving schools. Teachers who complete the master's degree will have an opportunity to acquire content knowledge and skills needed to be effective teacher leaders in their schools and school districts. The full master's degree includes the 21-credit Teacher Leadership core and a 15-credit subject matter specialization. The completion of this master's degree will provide eligibility for New Jersey supervisor certification.

Teacher Leadership Certificate

The second option is to enroll in the Rider University Teacher Leadership Certificate option. This 21-credit option provides mediated field placements, mentored internships, face-to-face and online courses and experiences, and on-the-job training that build necessary skills in teacher leadership. Those teachers who complete the Teacher Leadership core, which consists of seven core courses, will receive the Rider University Professional Development Certificate in Teacher Leadership.

Professional Development Certificate in Core Curriculum and Common Core Standards

This 15-credit option provides teachers with opportunities for face-to-face and online courses that require the application of what is being learned in class to how content is being taught in their classrooms. The primary goal associated with this option is to enhance content knowledge and ability to deliver instruction in a common core curriculum area of specialization. The completion of five common core courses within a specific content or related area will result in a Rider University Professional Development Certificate in the specific discipline.

Imagine a school alive with teacher leaders who have deep content knowledge in a variety of subjects and the leadership experience to lead from within!

The Master of Arts Degree in Teacher Leadership

(Option III Sequence)

(36 semester hours)

Program Description

This degree program seeks students who wish to enhance their knowledge and ability to deliver content instruction and further develop their leadership skills in educational settings. This program is designed to be developmental and experiential in nature, fostering ethical behavior and the improvement of self and one's profession. The program is based upon leadership standards established by the Educational Leadership Constituent Council (ELCC). These standards emphasize performance-based learning opportunities in the areas of articulating and implementing a vision for learning, promoting effective instruction, effectively utilizing and managing resources in the learning environment, collaborating with families and community members, promoting the success of all students in an ethical manner, and recognizing the influence of the larger political, social, economic, legal, and cultural context.

The Teacher Leadership Degree Program serves those students who seek a graduate program that will develop their professional capacities as teachers and leaders. Increasingly, teachers are called upon to play a leadership role in the following areas: design, coordinate, and evaluate standards-based curricular programs; assess the outcomes of instruction; support the work of other teachers through mentoring, peer-coaching, and collaborative problem-solving; contribute to the professional development of the staff by providing and facilitating teacher in-service programs; and to promote a positive climate and culture for learning both inside and outside of the classroom. This program also prepares students for formal instruction/supervisory roles by emphasizing the knowledge, skills, and dispositions needed to assume leadership responsibilities for school and district-wide improvement initiatives.

Leadership Growth Projects are a requirement of every Teacher Leadership core course within the program. Leadership Growth Projects provide students with an opportunity to develop and practice their teacher/supervisory leadership skills throughout the program so that they are well-prepared for the requirements of their culminating internship experience. (Capstone Project) An electronic portfolio showcasing all completed Leadership Growth Projects will be submitted at the end of the "core" requirements to document continuous and sustained accomplishments of all candidates in their educational settings. Upon the completion of the Master of Arts Degree in Teacher Leadership, graduates will qualify for the New Jersey Instructional Supervisor Certificate.

Teacher Leadership Core Courses

(21 semester hours)

Course No.	Course Title
EDAD-552	Creative, Ethical Leadership
EDAD-505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning (NJDOE 1)
CURR-531	Strategies for Curriculum Development, Design, Innovation and Change (NJDOE 2)
CURR-538	Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners (NJDOE 3)
EDAD-521	Using Research Strategies and Analysis of Data to Make Decisions in Schools
EDAD-511	Group Process in Supervision for Creative Change and Collaboration in Schools
EDAD-510	Seminar/Practicum in Teacher Leadership and Supervision (NJDOE 4)

Core Curriculum/Common Core Standards Courses

(15 semester hours)

Completion of Five Courses in any of the following Core Curriculum Content Areas:

- Early Childhood Education
- English/Language Arts Education
- English as a Second Language Education
- Inclusive Practice in Education
- Mathematics Education
- Science Education

For those students who are not interested in completing a Master's Degree program (36 semester hours) as described above, there are opportunities to acquire a Rider University Professional Development Certificate in either the Teacher Leadership Core (21 semester hours) or a Rider University Professional Development Certificate in an area within the Common Core Curriculum.

Rider University Professional Development Certificate in Teacher Leadership Option

(21 Semester Hours)

This 21-credit option provides mediated field placements, mentored internships, face-to-face and online courses and experiences, and on-the-job training that build necessary skills in teacher leadership. Those teachers who complete the Teacher Leadership core, which consists of seven core courses which are listed above, will receive the Rider University Professional Development Certificate in Teacher Leadership.

Rider University Professional Development Certificate in Core Curriculum and Common Core Standards Option

(15 Semester Hours)

This 15-credit option provides teachers with face-to-face and online courses that require the application of what is being learned in class to how content is being taught in their classrooms. The primary goal associated with this option is to enhance content knowledge and ability to deliver instruction in a common core curriculum area of specialization. The completion of five core curriculum or common core courses within a specific content or related area will result in a Rider University Professional Development Certificate in that specific common core curriculum.

Early Childhood Education Concentration

Course No.	Course Title
ECED-507	Emergent Literacy
ECED-532	Issues and Challenges in Early Childhood Education
ECED-550	Developmental Methods and Assessments in Early Childhood Education

English/Language Arts Education Concentration

Course No.	Course Title
READ-501	Psychology and Pedagogy of the Reading/Language/Literacy Process
READ-502	Curriculum, Instruction, and Supervision in Reading/Literacy Education
READ-503	Content Reading in High School, College and Continuing Education
READ-511	Research into and Survey of Literature for Children or
READ-512	Adolescent Literature
READ-600	Independent Study and Research in Reading/Literacy Education

English as a Second Language Education

Course No.	Course Title
CURR-548	Curriculum and Instruction for Diverse Learners
EDUC-520	Introduction to Linguistics and Psycholinguistics
EDUC-521	Teaching a Second Language
READ-508	Literacy and the Bilingual/Bicultural Child
READ-518	Social and Cultural Practices and their Effects on Learning in School

Inclusive Practices in Education Concentration

Course No.	Course Title
SPED-512	Psychology of Exceptionality
SPED-514	Positive Behavior Support
SPED-523	Inclusive Educational Practices
SPED-540	Seminar in Collaboration, Consultation, and the Inclusive Classroom
SPED-539	Instructional Practices for Children with Mild Disabilities

Mathematics Education Concentration

Course No.	Course Title
CURR-517	Teaching and Learning Number and Operations
CURR-518	Teaching and Learning Rational Numbers and Proportional Reasoning
CURR-519	Teaching and Learning Algebraic Reasoning
CURR-520	Teaching and Learning Geometric Understanding
CURR-522	Teaching and Learning Measurement and Data
CURR-523	Teaching and Learning Mathematics in the High School (<i>Also appropriate for Middle School</i>)

Science Education Concentration

Course No.	Course Title
CURR-630	Big Ideas Learning in Physical Sciences – Matter
CURR-631	Big Ideas Learning in Physical Sciences – Energy and Transformation of Matter
CURR-632	Big Ideas Learning in Physical Sciences – Motion
CURR-633	Big Ideas Learning in Earth and Space Sciences – Tectonics and Earth Materials
CURR-634	Big Ideas Learning in Earth and Space Sciences – Climate, Weather and Cycles
CURR-635	Big Ideas Learning in Earth and Space Sciences – Our Universe
CURR-636	Big Ideas Learning in Life Science – Cell Behavior
CURR-637	Big Ideas Learning in Life Science – Evolution
CURR-638	Big Ideas Learning in Life Science – Energy
CURR-640	Teaching and Learning Physical Science
CURR-641	Teaching and Learning Life Science
CURR-642	Teaching and Learning Earth and Space Science
CURR-643	Teaching and Learning Engineering and Design

Supervisor Certification Program for New Jersey

This program is designed for experienced and fully-certified teachers and other related instructional personnel to gain the necessary skills and professional knowledge to become supervisors in a school system. It is a coherent program that develops the reflective capacities of students to perform a wide range of supervisory functions in accord with recognized professional standards, best practices and values. Students should note that the recommended course sequence set by Rider University has been approved by the New Jersey Department of Education for the New Jersey supervisor's certificate and meets the four course requirements established by the Department: a course in the general principles of staff supervision (N-12); two courses in general principles of curriculum development (N-12); and a practicum in supervision where students will be expected to complete a mentored internship in a school or appropriate work setting as a requirement of the culminating course in the sequence.

Admission to the Program

Prospective students must meet the following requirements to be admitted to the program 1) a standard New Jersey instructional certificate or educational services certificate or its out-of-state equivalent; 2) complete three years of successful, full-time teaching experience under the appropriate certificate; 3) a master's degree from a regionally accredited college or university; 4) present recommendations from two educational leaders, with whom you are currently working, e.g., one's department chair, supervisor, principal, and/or superintendent; and 5) an interview with the program director.

Course Requirements for New Jersey Supervisor Certification

Curriculum Development Requirements

(6 semester hours)

Course No.	Course Title
CURR-531	Strategies for Curriculum Development, Design, Innovation and Change
CURR-538	Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners

Staff Supervision Course Requirement

(3 semester hours)

Course No.	Course Title
EDAD-505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning

Supervision Practicum Requirement

(3 semester hours)

Course No.	Course Title
EDAD-510	Seminar/Practicum in Supervision and Teacher Leadership

Master of Arts in Organizational Leadership

(36-39 semester hours)

Program Description

The Master of Arts in Organizational Leadership is designed to enhance students' leadership capabilities and understanding of the world in which today's leaders must function. The knowledge and skills that students will attain through the study of leadership can help them advance in their careers in such specialties as counseling-related services, organizational change, higher education and information technology.

While cultivating the ability to ethically lead organizations is the focus of the program, students will also develop and refine their critical thinking and problem solving skills, ability to motivate and empower others, and aptitude to communicate effectively and persuasively. Through concentration courses, students will apply the concepts of leadership as they pertain to the advanced study of another academic discipline. Graduates of the program will have developed a vision of leadership, the values to guide their decisions, and the skills and knowledge to translate their vision into reality.

By successfully completing the program, students will develop a core set of leadership skills and knowledge that will enable them to:

- Understand and apply effective leadership styles and models;
- Utilize frameworks of ethical decision-making;
- Communicate effectively and persuasively within all levels of an organization;
- Write and think more critically;
- Understand how to utilize strategic planning and financial resources to advance organizations.

In addition to developing a core set of leadership skills and knowledge, the program (depending on the selected area of concentration) will provide students with skills and knowledge requisite to:

- Leadership in Information Technology;
- Leadership in Counseling-Related Services;
- Leadership in Higher Education;
- Leadership for Change and Crisis

Admission Requirements

Admission into the program occurs in the summer, fall, and spring semesters. A decision is made about admission only when all required credentials have been submitted. The faculty encourages prospective students from diverse ethnic and cultural backgrounds to apply.

The following are criteria for admission:

1. A completed application form, with a non-refundable application fee;
2. Official transcripts from all colleges and universities attended;
3. An undergraduate degree with a minimum GPA of 2.75. Applicants who have completed graduate level courses must have a minimum GPA of 3.0 in their graduate courses;
4. Two current professional or academic letters of recommendation.
5. An interview with the program director, an on-site writing sample, and a recommendation for admission.

Degree Requirements:

1. Comply with the general requirements concerning graduate study at the master's degree level;
2. Enroll in graduate study at Rider for no fewer than two academic semesters or the equivalent thereof;
3. Complete at least 36–39 semester hours of graduate credit;
4. Complete a guided field experience unless admitted with a year of full-time work;
5. Successfully pass a written comprehensive examination;
6. Maintain a GPA of "B" (3.0) or better for work submitted for the master's degree;
7. Complete the program within six years of the date the student enrolled in his/her first course unless an extension is approved by the Department of Graduate Education, Leadership, and Counseling.

Course Requirements

(Total credits: 36–39)

Group I—Core Courses—Required

(21–24 credits)

All students complete seven core courses listed below. In addition, LEAD-570: Guided Field Experience in Organizational Leadership is required of all students who do not have at least one year of full-time work experience.

Course No.	Course Title
LEAD-500	Introduction to Organizational Leadership
LEAD-510	Organizational Communication
LEAD-530	Individual and Group Processes in Organizations
LEAD-540	Strategic and Financial Decision-Making in Organizations
LEAD-550	Organizational Research
LEAD-560	Legal and Ethical Issues in Organizations
LEAD-570	Guided Field Experience in Organizational Leadership
LEAD-598	Project Seminar in Organizational Leadership

Group II—Concentration Courses

(12 credits)

Students will be expected to meet the requirements for any one of the following concentrations.

Leadership in Information Technology

Program Goal: Prepare graduates with skills and abilities needed to lead organizational change and understand how information technology can be used to improve organizational effectiveness and efficiency.

Course No.	Course Title
PMBA-8010	Information Technology and

Select three of the following courses:

PMBA-8312	Data Mining
PMBA-8313	Electronic Commerce
PMBA-8319	Selected Topics in CIS—Project Management
PMBA-8319	Selected Topics in CIS—Globalization and Telecommunication

Leadership in Counseling-Related Services

Program Goal: Prepare graduates with knowledge of mental health issues in order to increase their effectiveness as leaders and change agents in the organizations that serve consumers with mental health needs.

Course No.	Course Title
COUN-508	Foundations of Clinical Mental Health Counseling
CNPY-514	Psychopathology
COUN-530	Legal and Ethical Issues of Counseling and Psychotherapy

Select one of the following courses:

COUN-505	Vocational and Career Counseling
COUN-515	Substance Abuse Counseling
COUN-520	Multicultural Counseling

Leadership in Higher Education

Program Goal: Prepare graduates for a variety of institutional roles in higher education, with emphasis on developing leadership skills for organizational change.

Course No.	Course Title
EDUC-525	Introduction to Higher Education Administration

Choose three from the following four:

EDUC-530	Introduction to Student Affairs in Higher Education
EDUC-535	Legal and Ethical Issues in Higher Education
EDUC-540	Planning, Budgeting and Program Evaluation in Higher Education
EDUC-550–559	Selected Topics in Higher Education

Leadership for Change and Crisis in Organizations

Program Goal: Prepare graduates to be able to create, shape, and manage change and crisis strategically.

Course No.	Course Title
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Select four of the following courses:

LEAD-511	Facilitating Culture and Process Change in Organizations
LEAD-512	Forms of Diversity in Organizations
LEAD-513	Media and Technology in Organizations
LEAD-551	Selected Topics in Organizational Leadership: Team Effectiveness and Creativity in Organizations
LEAD-551	Selected Topics in Organizational Leadership: Conflict and Crisis in Organizations

Group III—Electives

(3 credits)

Students will choose one elective course with advisor approval. Students may choose from a variety of graduate courses in business, arts and education as well as organizational leadership.

Master of Arts in Reading/Literacy Education

(36 semester hours)

Program Description

This program prepares students to become professionals of literacy education in school, business, industrial, and other settings where coaching in reading and writing skills are offered. The program is approved by the New Jersey State Board of Education for preparation of certified reading specialists and teachers of reading. Because the program is nationally accredited, graduates qualify for reading specialist certification in states across the country including Pennsylvania, New York and Delaware.

The program incorporates a theory-based curriculum that defines reading and writing as language processes. Translation of the theory occurs in three on-campus practicum experiences in the Rider University Center for Reading and Writing, a learning center respected worldwide. In this setting, graduate students access the literacy needs of children ages 6 through 17 observing their language, learning, reading and writing, listening and speaking needs, remedial, developmental and gifted programs are used in the Center with children in all grades, all ages, and all abilities. The experiences in the Center replicate, as much as possible, a classroom as well as a resource room and basic skills program. A professional faculty trained in this integrated language arts approach and certified as reading specialists assist and supervise in the training process.

Admission Requirements

Admission into the program occurs in the summer, fall, and spring semesters. The following criteria must be met:

1. Complete the general master's degree application requirements.
2. An undergraduate degree with a minimum GPA of 2.75. Applicants who have completed graduate level courses must have a minimum GPA of 3.0 in their graduate courses.
3. Two current professional letters of recommendation.
4. An interview with the program director.

Degree Requirements

1. Meet general master's degree requirements.
2. A passing grade on the comprehensive examination.
3. Successful completion of all academic and field requirements.

Course Requirements

Group I—Foundations of Reading/Language Arts

(21 semester hours)

Course No.	Course Title
READ-501	Psychology and Pedagogy of the Reading/Language/Literacy Process
READ-502	Curriculum, Instruction and Supervision in Reading/Literacy Education
READ-503	Content Reading in High School, College and Continuing Education
READ-504	Diagnosis of Reading/Literacy Abilities and Disabilities: Seminar and Practicum
*READ-505	Supervised Practicum/Clinical Work in Reading/Literacy Education

READ-508	Literacy and the Bilingual/Bicultural Child
*READ-509	Advanced Supervised Practicum/Clinical Work in Reading/Literacy Education
READ-600	Independent Study and Research in Reading/Literacy Education

**Either one or both (READ-505 and READ-509) must be taken in a summer session barring extenuating circumstances.*

Group II—Literature and Language Foundations

(6 semester hours—3 semester hours in Literature and 3 semester hours in Linguistics)

Course No.	Course Title
READ-510	Foundations of Linguistics and Psycholinguistics
<i>And one of the following:</i>	
READ-511	Research into and Survey of Literature for Children
READ-512	Adolescent Literature

Group III—Educational Foundations

(3 semester hours)

May be taken in another category with consent of advisor if similar graduate-level course work has been completed.

Group IV—Research and Measurement Foundations

(6 semester hours)

Course No.	Course Title
EDUC-500	Introduction to Research
EDPS-506	Testing and Measurement Techniques in Reading/Literacy Education

Group V—Educational Psychology

(3 semester hours)

Course No.	Course Title
EDPS-512	Psychology of Exceptionality

Master of Arts in Reading/Literacy Education and Teacher Preparation Combined Program

Many states require teacher certification as a prerequisite for the reading specialist certification (e.g., New Jersey). Students may combine the master of arts in literacy education with the teacher certification program. A student interested in enrolling in both programs must make application to each. Some courses fill reciprocal requirements. Program advisors will guide students to select courses appropriately.

Endorsement in ESL for those enrolled in or having completed a Master of Arts in Literacy Education

(18 semester hours)

Course No.	Course Title
READ-508	Literacy and the Bilingual/Bicultural Child
READ-509	Advanced Supervised Practicum/Clinical Work in Reading/Literacy Education
READ-510	Foundations of Linguistics and Psycholinguistics
READ-517	Teaching a Second Language
READ-518	Social and Cultural Practices and their Effects on Learning in School
READ-519	Using Composing to Study the Structure of American English for First and Second Language Learners

Master of Arts in Special Education

(39 semester hours)

Program Description

The Master of Arts in Special Education Program is designed to prepare certified teachers to teach students with special needs in a variety of settings. This program provides opportunities for students to understand the nature and causes of disabilities, become familiar with agencies and resources for persons with disabilities, and learn best practices and materials for teaching students with disabilities. This knowledge base, combined with a variety of shared experiences, provides opportunities for teachers to develop their expertise and become confident in their ability to work with students with special needs and become leaders in meeting the challenges of diverse classrooms.

For individuals who already hold New Jersey Teacher of the Handicapped or Teacher of Students with Disabilities certification, a 33-credit sequence is available to provide opportunities for them to further develop their knowledge base and become experts in the field of special education.

For individuals who are currently prepared to teach in general education settings, a 39-credit course sequence is designed to strengthen their preparation to meet the needs of all children, particularly those with disabilities. Students who currently hold a regular New Jersey instructional certificate in another field and successfully complete the program will be eligible for a New Jersey Teacher of Students with Disabilities Endorsement.

Admission Requirements

Admission into the program occurs in the summer, fall, and spring semesters.

The following criteria must be met:

1. Complete the general master's degree application requirements.
2. An undergraduate degree with a minimum GPA of 3.0. Applicants who have completed graduate level courses must have a minimum GPA of 3.0 in their graduate courses.
3. Submit two current professional letters of recommendation. At least one letter must be from a district or school administrator or immediate supervisor.
4. Applicants must currently hold or be eligible for a CE, CEAS, or Standard New Jersey instructional certificate.

Degree Requirements

1. Meet general master's degree requirements.
2. Successful completion of all academic and field requirements.
3. Completion of 39 (33 for those with existing New Jersey Teacher of the Handicapped or Teacher of Students with Disabilities certification) graduate semester hours with a minimum GPA of 3.00 on a 4.0 scale.
4. Successful completion of a required sequence of field experiences.
5. Students must successfully pass a comprehensive examination covering knowledge and skills related to the field of special education.
6. Successful demonstration of professional dispositions and behavior.

Course Requirements

Students entering with an undergraduate degree in education and teacher certification will be required to take the following courses in each area listed. Several of the special education courses in Group II (Core Courses) must be completed in order based on prerequisites.

Group I—Introductory Courses

(6 semester hours)

Course No.	Course Title
SPED-512	Psychology of Exceptionality
SPED-514	Positive Behavior Support

Group II—Core Courses

(21 semester hours)

Course No.	Course Title
SPED-523	Inclusive Educational Practices
SPED-525	Transition to Adult Life
SPED-531	Assessment for Instruction in Special Education
SPED-535	Instructional Practices for Students with Severe Disabilities
SPED-539	Instructional Practices for Students with Mild Disabilities (Capstone Course)
SPED-540	Seminar in Collaboration, Consultation, and the Inclusive -Classroom
SPED-542	Literacy and Students with Special Needs
or	
READ-502	Curriculum, Instruction, and Supervision in Reading/Literacy Education

Group III—Educational Research and Foundations

(6 credits)

Course No.	Course Title
EDUC-500	Introduction to Research
EDSO-510	Sociological and Cultural Foundations of Education

Group IV—Electives

(3 credits)

Course No.	Course Title
SPED-504	Assistive and Augmentative Technology
EDPS-508	Cognitive Processes and Learning
CURR-531	Strategies for Curriculum Development, Design, Innovation and Change
CNPY-514	Psychopathology
ECED-507	Emergent Literacy P-3
SPED-580	Supervised Internship in Special Education

Group V—Capstone Course

(3 credits)

Course No.	Course Title
SPED-590	Professional Seminar in Special Education (Prerequisites: completion of all program courses)

Teacher of Students with Disabilities

Certification Program

(21–27 semester hours)

Program Description

The graduate education certification program for teacher of students with disabilities includes the 21 semester-hour credits required by the State of New Jersey for endorsement as a teacher of students with disabilities for someone who is already fully certified as a teacher. It is recommended that courses be taken in order according to the following sequence.

Application Requirements

1. A completed application form with application fee.
2. Official transcripts from all colleges and universities attended.
3. Two current letters of recommendation. At least one letter must be from a district or school administrator or immediate supervisor.
4. Applicants must currently hold or be eligible for a CE, CEAS, or Standard New Jersey instructional certificate.
5. An undergraduate degree with a minimum GPA of 2.75.
Applicants who have completed graduate-level courses must have a minimum GPA of 2.75 in their graduate courses.

Course Requirements and Sequence

The graduate education certification program for teacher of students with disabilities will require a minimum of 21 semester-hour credits required by the State of New Jersey for endorsement as a teacher of students with disabilities. Students must possess an existing certificate of eligibility in another area.

Introductory Courses

(6 semester hours)

Course No.	Course Title
SPED-512	Psychology of Exceptionality
SPED-514	Positive Behavior Support

Core Courses

(12 semester hours)

Course No.	Course Title
SPED-523	Inclusive Educational Practices
SPED-525	Transition to Adult Life
SPED-531	Assessment for Instruction in Special Education
SPED-535	Instructional Practices for Students with Severe Disabilities

Capstone Course

(3 semester hours)

Course No.	Course Title
SPED-539	Instructional Practices for Students with Mild Disabilities

Additional Courses

The following supplemental courses are recommended for students who wish to expand their knowledge of students with special needs. These courses may be taken over and above the required program sequence.

Course No.	Course Title
EDPS-508	Cognitive Processes and Learning
CURR-531	Strategies for Curriculum Development, Design, Innovation and Change
CNPY-514	Psychopathology
ECED-507	Emergent Literacy P–3

Certification and Endorsement Programs

We offer a number of programs for individuals who are not seeking a degree, but who want to fulfill state requirements for a certification or endorsements. Some of these certifications have been presented in the section on Master's degrees within the appropriate program. Three of them are not associated with a Master's degree and are presented here: Graduate Level Teacher Certification, P–3 Certification and Endorsement and Teacher-Coordinator of Cooperative Vocational-Technical Education Programs.

General Application Requirements

They are the same as the Master's level application requirements.

Master of Arts in Teaching (MAT)

(30 semester hours)

Program Description

The MAT degree program offers completers of Rider University's Graduate-Level Teacher Preparation program or the undergraduate Teacher Education program the opportunity to acquire, enrich, and expand their professional knowledge so that they will become effective agents for positive change in their classrooms and schools. This 30-credit program is individualized allowing candidates to tailor their own courses of study that blend curriculum, instruction, and pedagogical content knowledge. Secondary and elementary teachers will feel equally at home with the flexibility that the initial certification MAT program affords in selecting electives.

Admission Requirements

Admission to the program occurs in the summer, fall, and spring semesters.

1. A completed application form, with a nonrefundable application fee;
2. A minimum 2.75 undergraduate GPA, and 3.0 graduate GPA;
3. Official transcripts from all colleges and universities attended on file;
4. Two letters of recommendation. At least one letter of recommendation from a school or district or school supervisor, or team leader on file; and,
5. An interview with the program director.

Degree Requirements

1. Meet general master's degree requirements;
2. Successful completion of all academic requirements;
3. Completion of 30 graduate semester hours with a minimum GPA of 3.00; and;
4. Successful demonstration of professional dispositions and behavior.

Course Sequence

Required courses

(9 semester hours)

Course No.	Course Title
EDAD-521	Using Research Strategies and Analysis of Data to Make Decisions in Schools
or	
ME-685	Research in Music Education
CURR-531	Strategies for Curriculum Development, Design, Innovation and Change
or	
ME-721	Curriculum Development and Evaluation
CURR-538	Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners
or	
ME-692	History and Philosophy of Music Education

Elective courses

(21 semester hours)

Course No.	Course Title
GLTP-500	Conceptual Frameworks for Teaching and Learning
GLTP-502	Curriculum and Instruction in Reading/Language Arts: Early Literacy
GLTP-503	Curriculum and Instruction in Reading/Language Arts: Literacy and Learning in Content Area
GLTP-504	Teaching English Language Arts in Secondary Schools
GLTP-505	Teaching Social Studies in Secondary Schools
GLTP-506	Teaching Science in Secondary Schools
GLTP-507	Teaching Mathematics in Secondary Schools
GLTP-510	Curriculum and Teaching Elementary School I: Mathematics
GLTP-515	Curriculum and Teaching in the Elementary School II: Science, Social Studies and the Arts
GLTP-520	Curriculum and Teaching in Middle/Secondary Schools
EDUC-521	Teaching a Second Language
BSED-530	Emerging Instructional Strategies in Business Education
CURR-517	Teaching and Learning Number and Operations
CURR-518	Teaching and Learning Rational Numbers and Proportional Reasoning
CURR-519	Teaching and Learning Algebraic Reasoning
CURR-520	Teaching and Learning Geometric Understanding
CURR-522	Teaching and Learning Measurement and Data
CURR-523	Teaching and Learning Mathematics in the High School
CURR-526	Place Value Instruction: Navigating the Decimal
CURR-527	Curricular and Instructional Design for Fraction Understanding

CURR-529	Development of Mathematical Thinking
CURR-535	Theory and Practice of Bilingual Education
CURR-548	Curriculum and Instruction for Diverse Learners
CURR-552	Creative, Ethical Teacher Leadership
EDAD-505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning
EDAD-510	Seminar/Practicum in Supervision and Teacher Leadership
SPED-514	Positive Behavior Support
SPED-523	Inclusive Educational Practices
SPED-535	Instructional Practices for Students with Severe Disabilities
SPED-539	Instructional Practices for Students with Mild Disabilities
SPED-540	Collaboration, Consultation, and the Inclusive Classroom
EDPS-503	Human Growth and Development
EDPS-507	Advanced Educational Psychology
EDPS-508	Cognitive Processes and Learning
EDPS-512	Psychology of Exceptionality
EDSO-510	Sociological and Cultural Foundations of Education
EDUC-515	Issues in American Schools and Society
READ-501	Psychology and Pedagogy of the Reading/Language/Literacy Process
READ-508	Literacy and the Bilingual/Bicultural Child
READ-510	Foundations of Linguistics and Psycholinguistics
READ-511	Research into and Survey of Children's Literature
READ-512	Adolescent Literature

BM/MAT students must take 21 semester hours:

Course No.	Course Title
ME-581	Elementary Praxis
ME-582	Secondary Praxis
ME-723	Psychology for Music Teachers
ME-591	Choral Music 5-12
or	
ME-540	Choir Training for Young Singers
ME-693	Seminar in Music Education

1 elective graduate course from Westminster Choir College
1 elective from the elective courses list above.

Graduate-Level Teacher Certification Program (GLTP)

Program Description

The Department of Graduate Education, Leadership, and Counseling offers a graduate-level program suited for college graduates and career changers seeking the initial teaching certificate. The Graduate-Level Teacher Certification Program is appropriate for applicants who have a proven record of academic performance, are committed to the ideals of the teaching profession, and have the potential to succeed as a teacher. Rider offers a streamlined, rigorous, and sequential program of professional studies that combines the best of theory, research, and practice. It is designed for part-time enrollees who take one or two courses per semester. The classes run in late afternoons and evenings. The teaching internship requires full-time enrollment.

Students who complete all the requirements of this state-approved and nationally accredited Graduate-Level Teacher Preparation program are eligible to receive a New Jersey Certificate of Eligibility with Advanced Standing that authorizes the holder to seek and accept offers of employment in New Jersey schools. After a year of mentorship on the job in a New Jersey school, the certificate becomes valid for the lifetime of its holder. New Jersey has directed other states to accept the Certificate of Eligibility with Advanced Standing as evidence of completion of an approved college teacher education program.

Students seeking out-of-state certification will find that completing an NCATE (nationally) approved program will enable them to become certified immediately in many states. Since each state has its own requirements for teacher certification, it is wise for students to contact the certification office (Memorial Hall, 116) for assistance in determining out-of-state certification requirements and state reciprocity agreements. Each subject specialty has a prerequisite equivalent of a liberal arts and science undergraduate major or a subject-area major. The elementary education prerequisite is any liberal arts and science major (or 60 semester hours that comprise the equivalent of a major). Subject specializations (for “secondary” level subject area teaching) require at least 30 semester hours in the appropriate disciplines.

Students will be able to transfer 15 of their course credits from the Graduate Level Teacher Preparation program into the Master of Arts in Teaching (MAT) degree if they choose to continue their teacher education.

We offer the following programs, which will lead to teacher certification in the State of New Jersey:

- Bilingual Education
- Business Education (K–12)
- Elementary Education (K–5)
- English as a Second Language
- English Language Arts Education (K–12)
- Mathematics (K–12)
- Music Education
- Preschool–Grade 3 (certification)
- Science (K–12) (Biological Sciences, Chemistry, Physics, Earth Sciences)
- Social Studies (K–12)
- World Languages (K–12) (French, German, Spanish)

Application Requirements

Each candidate will be reviewed for both academic and personal qualifications to judge potential for success as a teacher. Admission is competitive; therefore, the points listed below represent minimum criteria for acceptance and do not guarantee acceptance. Admission requirements for the Graduate-Level Teacher Certification Program include the following criteria:

1. A completed application form with application fee.
2. A bachelor’s degree from an accredited institution.
3. A 2.75 cumulative grade point average or above from undergraduate studies.
4. The elementary education certification prerequisite is any liberal arts and science major or its equivalent (60 semester hours). Each subject specialty certification (English Language Arts, for example) has a prerequisite equivalent of a corresponding liberal arts and science undergraduate major or equivalent (that is, a minimum of 30 semester hours and appropriate distribution of courses in the field related to the certification).
5. Nine undergraduate or graduate credits in courses from the behavioral sciences (psychology, educational psychology, sociology, educational sociology, social psychology, or cultural anthropology).
6. A passing score on the Praxis exam(s) designated for the New Jersey state certification being sought.
7. Evidence of interest in teaching through such experiences as parent-teacher organization activities, substitute teaching, serving as a teaching aide, camp counseling, coaching, etc.
8. A formal interview with admission personnel.

Completion Requirements

1. Completion of all courses before internship with a “C+” or better in each course and with a 3.0 grade point average.
2. Completion of GLTP-570 with a “C+” grade or better.
3. Completion of a teaching portfolio.

Course Requirements

The course requirements for each program track are listed below. Most programs are 21 semester hours. All courses listed are three semester hours with the exception of GLTP-570, which is nine semester hours (full-time student teaching in a school setting plus a periodic campus-based or field-based seminar).

Elementary Education Certification (K–5)

Course No.	Course Title
GLTP-500	Conceptual Frameworks for Teaching and Learning
GLTP-502	Curriculum and Instruction in Reading/Language Arts: Early Literacy (best for teachers of K–4)
GLTP-510	Curriculum and Teaching in the Elementary School I: Mathematics
GLTP-515	Curriculum and Teaching in the Elementary School II: Science, Social Studies and the Arts
GLTP-570	Seminar and Internship in Teaching

Early Childhood (P–3) Certification

Course No.	Course Title
GLTP-500	Conceptual Frameworks for Teaching and Learning
ECED-507	Emergent Literacy P-3
ECED-532	Issues and Challenges in Early Childhood Education
ECED-550	Developmental Methods and Assessment in Early Childhood Education
GLTP-510	Curriculum and Teaching in the Elementary School I: Mathematics
GLTP-570	Seminar and Internship in Teaching

Bilingual Certification

Course No.	Course Title
GLTP-500	Conceptual Frameworks for Teaching and Learning
READ-518	Social and Cultural Practices and their Effects on Learning in School
or	
CURR-548	Curriculum and Instruction for Diverse Learners
EDUC-520	Introduction to Linguistics and Psycholinguistics
READ-508	Literacy and the Bilingual/Bicultural Child
EDUC-521	Teaching a Second Language
EDUC-560	Educating and Evaluating the Bilingual Child
GLTP-570	Seminar and Internship in Teaching
or	
GLTP-571	Supervised Practicum in Teaching
or	
CURR-547	Practicum in Classroom Learning (for those who are teaching, but not teaching in ESL)

Business Education Certification

Course No.	Course Title
GLTP-500	Conceptual Frameworks for Teaching and Learning
GLTP-503	Curriculum and Instruction in Reading/Language Arts: Literacy and Learning in Content Areas
GLTP-520	Curriculum and Teaching in Middle/Secondary Schools
BSED-530	Emerging Instructional Strategies in Business Education
GLTP-570	Seminar and Internship in Teaching

Science Certification

Course No.	Course Title
GLTP-500	Conceptual Frameworks for Teaching and Learning
GLTP-503	Curriculum and Instruction in Reading/Language Arts: Literacy and Learning in Content Areas
GLTP-520	Curriculum and Teaching in Middle/Secondary Schools
GLTP-506	Teaching Science in Secondary Schools
GLTP-570	Seminar and Internship in Teaching

English Certification

Course No.	Course Title
GLTP-500	Conceptual Frameworks for Teaching and Learning
GLTP-503	Curriculum and Instruction in Reading/Language Arts: Literacy and Learning in Content Areas
GLTP-520	Curriculum and Teaching in Middle/Secondary Schools
GLTP-504	Teaching of English Language Arts in Secondary Schools
GLTP-570	Seminar and Internship in Teaching

Social Studies Certification

Course No.	Course Title
GLTP-500	Conceptual Frameworks for Teaching and Learning
GLTP-503	Curriculum and Instruction in Reading/Language Arts: Literacy and Learning in Content Areas
GLTP-520	Curriculum and Teaching in Middle/Secondary Schools
GLTP-505	Teaching Social Studies in Secondary Schools
GLTP-570	Seminar and Internship in Teaching

Mathematics Certification

Course No.	Course Title
GLTP-500	Conceptual Frameworks for Teaching and Learning
GLTP-510	Curriculum and Teaching in the Elementary School I: Mathematics
GLTP-520	Curriculum and Teaching in Middle/Secondary Schools
GLTP-507	Teaching Mathematics in Secondary Schools
GLTP-570	Seminar and Internship in Teaching

Music Certification

Course No.	Course Title
GLTP-500	Conceptual Frameworks for Teaching and Learning
GLTP-503	Literacy and Learning in Content Areas
GLTP-520	Curriculum and Teaching in Middle/Secondary Schools
or	
ME-721	Curriculum Development and Evaluation
ME-581	Elementary Praxis
or	
ME-582	Secondary Praxis
GLTP-570	Seminar and Internship in Teaching

World Language Certification

Course No.	Course Title
GLTP-500	Conceptual Frameworks for Teaching and Learning
GLTP-503	Curriculum and Instruction in Reading/Language Arts: Literacy and Learning in Content Areas
GLTP-520	Curriculum and Teaching in Middle/Secondary Schools
EDUC-521	Teaching a Second Language
GLTP-570	Seminar and Internship in Teaching

ESL (English as a Second Language) Certification

Course No.	Course Title
GLTP-500	Conceptual Frameworks for Teaching and Learning
READ-518	Social and Cultural Practices and their Effects on Learning in School
or	
CURR-548	Curriculum and Instruction for Diverse Learners
EDUC-520	Introduction to Linguistics and Psycholinguistics
READ-508	Literacy and the Bilingual/Bicultural Child

EDUC-521	Teaching a Second Language
GLTP-570	Seminar and Internship in Teaching
or	
GLTP-571	Supervised Practicum in Teaching
or	
CURR-547	Practicum in Classroom Learning (for those who are teaching but not teaching in ESL)

Selective Retention in Graduate-Level Teacher Certification Program

The Graduate-Level Teacher Certification Program conducts reviews of students' professional growth throughout the program. The program may refer a student to the Faculty Committee on Professional Development in Teacher Education whose charge is to conduct a special evaluation of individuals enrolled in teacher education programs. The committee must ensure that only those students who show promise of success in the teaching profession will be allowed to continue in the teacher education programs.

The School of Education's Committee on Academic Standing conducts a continuous screening of all students, including periodic evaluations of the academic performance of students enrolled in graduate education and human services programs. When necessary, the committee takes appropriate action with respect to students who fail to maintain the academic and professional requirements of the program.

Endorsement Program

General Application Requirements

They are the same as the Master's level application requirements.

Cooperative Education Coordinator

Program Description

Rider University offers the two required graduate courses for this certificate. The applicant will need to contact the state to make arrangements to meet the other criteria.

Admission Requirements

1. Bachelor's degree from a regionally accredited institution.
2. Grade point average of 2.75 on a 4.0 scale in the bachelor's degree.
3. Hold a standard instructional certificate with a vocational-technical endorsement in any field.

Courses

The program requires six semester hours.

Course No.	Course Title
BSED-508	Organizing and Administering Cooperative Work Experience Programs
COUN-505	Vocational/Career Development

Application Dates

Contact the Office of Graduate Admission for application deadlines: 609-896-5036 or gradadm@rider.edu. Applicants are urged to submit their credentials well before these dates, as program capacity may have already been met by the dates specified. Completed applications received after the official due date may be given consideration pending program capacity availability. Individuals whose credentials are not complete by the due date cannot be guaranteed the required admissions interview.

Liberal Arts and Sciences

www.rider.edu/claes



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Master of Arts in Applied Psychology: Applied Behavior Analysis

At the core of a liberal arts education are its breadth and its emphasis on multidisciplinary and interdisciplinary perspectives in problem-solving. The problems in today's and tomorrow's worlds are increasingly complex and, therefore require decisions that are formulated from wide and multiple perspectives.

The goals of the liberal arts programs at Rider University help students learn critical skills to analyze information and alternatives critically, focusing on collaboration with students and faculty members and those who may differ from us in background and experiences. The programs at Rider provide real-world learning experiences to prepare students for a successful future.

Program Overview

Applied Behavior Analysis is the application of the science of motivation and learning to describing, explaining, predicting and changing individual behavior. ABA is used in educational settings, organizational settings (e.g. job training, performance assessment, task analysis and training), behavior change related to health outcomes (e.g. compliance with medication, eating disorders intervention, smoking cessation) and most often in interventions with individuals with developmental disabilities.

Core required courses provide specialized education related to specific educational/career goals and the certification by the BCBA board.

- The ABA track leads to employment primarily in setting providing one-on-one interventions with individuals with developmental disabilities especially the growing population of children with Autism Spectrum Disorders.
- The ABA track prepares students for certification by the Behavior Analysis Certification Board. Students obtain substantial internship experience in the local community.

Admission Status

Upon completion of the steps in the application procedures described below, the applicant will be assigned to one of the following classifications once admitted:

Graduate Standing

The student is qualified to undertake graduate study and must apply for matriculated status when eligible;

Conditional Standing

The student either has not satisfied all of the admission requirements or has not completed all of the undergraduate preparatory requirements or both and may be permitted to engage in studies during a probationary period;

Special Standing

The student does not plan to matriculate in a Rider graduate degree. Certificate students enter the program under this classification. (If a certificate student applies for admission to a master's degree program and is accepted, the student may apply for transfer of certificate course credits according to the policy guidelines of the department.)

Transfer of Credits

Upon acceptance to the MA in Applied Psychology: Applied Behavior Analysis program, students may request transfer of up to nine semester hours of graduate credits completed at an accredited institution. These credits must have been earned within six years of the date of credit transfer approval. All transfer credits must be approved by the department chair. Courses accepted for transfer must be similar to required or elective courses that are approved for the respective program, and a grade of at least "B" must have been earned in each of these courses.

Course Repeat Policy

Students may not repeat any graduate course for credit that they have already taken, except a course in which they have received a grade lower than “B” or one from which they withdrew. Any exceptions must be approved by the department chair.

Dismissal

Any of the following situations will result in the automatic dismissal of a student working toward a graduate degree or certification program in the Department of Graduate Education, Leadership, and Counseling:

- Receiving two grades of “F” in graduate course work;
- Receiving any grade of “C” (C+, C, or C- or lower) in more than two graduate courses;
- Not attaining a grade point average of 3.0 after taking 12 or more graduate credits at Rider University;
- Failing the comprehensive examination for the second time (pertains only to students enrolled in degree programs that require the examination);
- Failure to complete degree requirements in six years;
- The Department of Graduate Education, Leadership, and Counseling reserves the right to dismiss any student when, in the judgment of the faculty or the officers of Rider, such action seems advisable.

Application Requirements

1. A completed Rider University Application for Graduate Study
2. Application Fee of \$50 (non-refundable)
3. Official transcripts from every college and university attended
4. Two letters of recommendation
5. Résumé
6. Statement of Aims and Objectives
7. Personal interview (by invitation, following an initial screening by the Admission Office)

Degree Requirements

The program requires 36 semester hours and includes 10 psychology courses and a required field placement experience over two semesters. The supervised practicum must be at a pre-approved site.

Course Requirements for the MA in Applied Psychology: Applied Behavior Analysis Track

Core Curriculum – required of all students (24 credits)

Course No.	Course Title	
PSY-512	Introduction to Applied Behavior Analysis	3
PSY-513	Observational Methods and Functional Assessment	3
PSY-514	Single Subject Research Design and Analysis	3
PSY-516	Creating Effective and Ethical Behavior Intervention	3
PSY-530	Interventions for Individuals with Developmental Disabilities	3
PSY-533	Interventions for Individuals with Autism Spectrum Disorders	3
PSY-535	Language Assessment and Interventions	3
PSY-536	Social Skills Assessment and Interventions	3

Electives – choose two (6 credits)

Course No.	Course Title	
PSY-315/515	Psychological Tests	3
PSY-325/525	Cognitive Development	3
PSY-345/545	Health Psychology	3
PSY-550	Advanced Developmental Psychology	3
PSY-365/565	Drugs and Human Behavior	3
PSY-374/574	Psychology of Family	3
PSY-377/577	Developmental Psychopathology	3
PSY-382/582	Aging and Brain	3

Practicum Requirement – two semesters required of all students

Course No.	Course Title	
PSY-590	Practicum in Applied Behavior Analysis	3

Master of Arts in Business Communication

The Master of Arts degree in Business Communication is a 33-credit program designed to advance communication knowledge and skills as they apply to the professional work setting. Communication is the common thread weaving throughout every working day in every workplace. Most employees are required to communicate orally or in writing to clients, colleagues, supervisors and/or the public on a daily basis.

Program Overview

Completion of this 33-credit program will prepare students for jobs in business communication and as professional communicators in a range of organizational settings. Strategic communication is a central activity in the professional world and requires knowledge, case analysis and skill refinement at a high level. Courses focus on understanding the business environment and on analysis of business communication challenges and development of appropriate solutions to them. Students will learn the theories that are the foundation for effective communication and apply this knowledge to class exercises and professional experiences.

Application Requirements

1. A completed Rider University Application for Graduate Study
2. Application Fee of \$50 (non-refundable)
3. Official transcripts from every college and university attended
4. Two letters of recommendation
5. Résumé
6. Statement of Aims and Objectives
7. Personal interview (by invitation, following an initial screening by the Admission Office)

Course Requirements for the MA in Business Communication

Course No.	Course Title	
COMM 503	Corporate and Persuasive Discourse	3
COMM 504	Strategic Business Writing	3
COMM 507	Business Presentation Strategies	3
COMM 525	Visual Communication	3
COMM 531	Legal and Ethical Issues for Professional Communicators	3
COMM 545	Information Gathering and Analysis	3
COMM 552	Communicating in Multicultural Workplaces	1.5
COMM 553	Communication in a Global Market	1.5
COMM 554	Effective Group Communication	1.5
COMM 555	Communication and Organizational Culture	1.5
COMM 599	Capstone in Business Communication	3
PMBA 8020	Fundamentals of Accounting	3
or		
PMBA 8030	Economic Analysis	3
and		
PMBA 8313	Electronic Commerce	3
or		
PMBA 8314	Project Management	3

Procedures and Policies

www.rider.edu/thesource



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Procedures and Policies

While this chapter contains additional information for graduate students at Rider University, please refer to *The Source: The Student Handbook*, found online at www.rider.edu/TheSource for all University policies and procedures, unless otherwise noted below. For complete information on graduate programs, including application procedures and degree requirements, consult the relevant graduate program chapter. Information about the graduate program at Westminster Choir College may be found in the Westminster Choir College academic catalog.

General Information

Time Limitation

All of the requirements for the master's degree must be completed within six years of the date of first registration for graduate course work.

Course Load in Graduate Business

A full-time program consists of nine (9) or more semester hours of graduate course work. Part-time students who are employed full-time will generally be limited to six semester hours of graduate work in a given semester. During the evening summer session, the recommended course load is one-half that of a regular semester.

Course Load in Graduate Education

A full-time program during the fall and spring semesters consists of nine (9) or more semester hours of graduate course work. A full-time program during the Summer Sessions consists of six (6) or more semester hours of graduate course work. Students enrolled in the Graduate-Level Teacher Certification program are restricted to two courses (6 semester hours) per semester until the point of student teaching.

Course Load in Graduate Liberal Arts and Sciences

A full-time program consists of nine (9) or more semester hours of graduate course work. Part-time students who are employed full-time will generally be limited to six semester hours of graduate work in a given semester. During the evening summer session, the recommended course load is one-half that of a regular semester.

General Requirements

A student must comply with the general requirements of Rider University concerning graduate study. Graduate students must demonstrate the ability to express their thoughts in writing and in speaking in clear, correct English for class reports, research papers, theses and examinations.

Registration

Students admitted to graduate study are encouraged to select courses during convenient early registration periods. Students who miss the early registration periods may register on specified days immediately preceding the start of each semester.

Graduate students enrolled in the College of Business Administration's programs register via the mail or online during the early registration period. After beginning to take graduate courses, students may not take undergraduate business courses to meet core business course requirements.

Graduate students enrolled in the College of Liberal Arts, Education, and Sciences receive registration information via mail, but they are strongly encouraged to meet with advisors to select courses and develop plans for future study.

Academic Policies

Attendance

Please refer to *The Source* at:

<http://viewer.zmags.com/publication/10ba29e3#/10ba29e3/30>

Adding, Dropping and Withdrawing from Courses

A student may add a course through the first week of the semester provided the course is still open for registration. Dropping a course may occur through the second week of the semester. After the second week of the semester, a withdrawal from the course is necessary and a "W" is recorded on the transcript.

A graduate student who wishes to withdraw officially from one or more graduate or undergraduate courses must submit a written request and must obtain the approval of the associate dean or department chair of graduate studies, or dean of the respective school. Withdrawals are not permitted during the last two weeks of class except for reasons of validated physical or psychological incapacitation as approved by the dean of the college. Students who do not withdraw officially from courses they fail to complete, will receive a grade of "F" for those courses.

Please refer to <http://www.rider.edu/offices-services/finaid/payments-billing-deposits/refunds> for information regarding course withdrawals and refunds.

Grades and Transcript Notations

A cumulative grade point average of 3.0 or better must be achieved in all graduate course work attempted at Rider. The letter designations used to grade the quality of achievement in graduate courses and the quality points assigned to these letter designations to complete grade point averages are:

A	Excellent	C+	
A-		C	Fair
B+		C-	
B	Good	F	Failing academic work; failing to abide by standards of academic honesty and integrity; unauthorized withdrawal; or failing to complete course work in prescribed time period.
B-			

The related quality points for the purpose of computing grade points are:

A	4.0	C+	2.3
A-	3.7	C	2.0
B+	3.3	C-	1.7
B	3.0	F	0.0
B-	2.7		

Other designations are as follows:

I	Incomplete	U	Unsatisfactory
P	Passing	W	Withdrew
S	Satisfactory Progress	X	Audit

Policy for Grade of Incomplete

Students who, as a result of extenuating circumstances, are unable to complete the required work of a course within the normal time limits for the term may request an extension of time from the faculty member. Such extensions of time should be granted only in cases in which illness or other serious emergency has prevented the student from completing the course requirements or from taking a final examination. The request for extension of time must be made prior to the last scheduled class meeting except in those unusual situations in which prior notification is not possible.

The faculty member shall determine whether or not to grant the request for a time extension and the type of verification (if any) required to support the request. The faculty member shall specify the time, up to four weeks from the last date of the term, by which work must be completed by the student. If the faculty member agrees to the request, the notation "I" (incomplete) is submitted on the grade roll. In those situations where the faculty member has not received a request for an extension of time, the notation "I" (incomplete) may be submitted on the grade roll by the faculty member when, in his or her judgment, such a determination appears justified. Upon submission of completed required work, the faculty member will submit a change-of-grade form to the registrar.

Students who, as a result of extenuating circumstances, are unable to submit the required work at the end of the four-week period may request an extension of the incomplete grade. The request for an extension of the incomplete must be made prior to the expiration of the four-week period. If the faculty member agrees to the request for an extension, the faculty member shall specify the time, up to a maximum of two weeks from the date of expiration of the four-week period (i.e., six weeks from the last date of the term) by which work must be completed by the student and shall submit an extension-of-incomplete form to the registrar.

Upon submission of completed required work, the faculty member shall submit a change-of-grade form to the registrar. Failure of the registrar to receive from the faculty member a change-of-grade form or an extension-of-incomplete form at the end of the four-week period, or a change-of-grade form at the end of the six-week period, shall result in the automatic assignment of the grade "F".

Interruption of Studies

Students who interrupt their studies must notify the appropriate graduate program office. If studies are interrupted for up to one year, students may return with the approval of the advisor. However, if two calendar years elapse between the last date of attendance and the next registration, students must submit an application for readmission together with a nonrefundable readmission fee. Students will be responsible for the application and degree requirements in force at the time of readmission.

For students to remain in good standing with the division, they must file a notification of non-attendance form announcing their intention to not attend any semester prior to the beginning of that semester. The form may be procured from the approved graduate office.

Expenses, Tuition and Fees

Program	Cost
College of Business Administration (MBA and MAcc programs)	\$860 per credit
College of Business Administration (Executive MBA Program)	\$55,000 for the 2-year program. The EMBA program tuition is all-inclusive. Visit rider.edu/emba for more information.
College of Liberal Arts, Education, and Sciences (Counseling and Applied Psychology Programs)	\$690 per credit
College of Liberal Arts, Education, and Sciences (All Other Programs)	\$640 per credit
Westminster Choir College	Full time - \$32,820 annually Part time - \$950 per credit

The comprehensive tuition fee may not include audit and noncredit courses.

Student Expenses

Expense	Per Course	Per Semester
Technology Fees	\$35 (part time students)	\$175 (full-time students)
Distance Learning Course Fee	\$35	
Student Teaching		\$245
Audit	\$240	
Westminster Choir College – Applied Music – 1 Hour Sessions		\$2,000 per semester \$1,440 Elective per semester
Westminster Choir College – Applied Music – 30 Minute Sessions		\$1,000 per semester \$710 Elective per semester
International Student Orientation		\$275 for the student's first semester only

Misc. Expenses

Expense	Cost
Application Fee	\$50
International Student Processing Fee (Princeton only)	\$200
Accompanist Fee* (Princeton - per semester)	\$480
Readmission (non-refundable; after 2 years of non-enrollment)	\$30
Enrollment Clearance Fee	\$50
Enrollment Reinstatement	\$100
Medical Insurance Plan** (academic year)	TBA
ID Card Replacement - First Time	\$30
ID Card Replacement - Subsequent Times	\$60
Late Tuition Payment (all FT graduate students)	\$250
Late Tuition Payment (all PT graduate students)	\$50
Deferred Payment Plan	\$25
Deferred Payment Plan – Late Payment Fee	\$25
Dishonored Check Fee - First Time	\$30
Dishonored Check Fee - Subsequent Times	\$50

*Voice primary students should expect, in most cases, to hire accompanists. They may choose to hire a college-approved accompanist at a standard fee of \$480 per semester. The semester fee is not refundable in any part if a student discontinues voice study or decides to seek out another accompanist.

**Medical plans are marketed in spring, rates for the current year will be determined based on the plan marketing.

The fees and charges set forth herein are subject to adjustment at any time. Questions regarding rates and fees should be directed to the Bursar's Office at 609-896-5000 x7273.

Eligibility for scholarships, loans, and housing may be jeopardized if a student registers for a part-time load.

Students receiving financial aid from federal government programs or agencies (for example the Veterans Administration, the Civil Service Commission or State Scholarship Commissions) must pursue a full-time course of study of 12 credits or more to meet the eligibility requirements for continued assistance. Most state programs have the same requirement.

For more information, contact the Office of Financial Services:

Bart Luedeke Center 2nd Floor 609-896-5360 finaid@rider.edu

or go to www.rider.edu/onestop

Terms of Payment

Tuition, fees and charges for room and board are due and payable in two installments: August for the fall semester and January for the spring semester. Students should mail their payments to be received by the due dates stated on the invoice.

Payments may be made by check, cash, Visa®, MasterCard®, in person, online, or by mail addressed to: Cashier's Office, Rider University, 2083 Lawrenceville Road, Lawrenceville, N.J. 08648-3099. Checks should be made payable to RIDER UNIVERSITY. International students should make payments in U.S. dollars. The student's name and Social Security number should be included on the check.

Students are asked to carefully consider the published payment deadlines. Prompt payment of student account balances ensures students keep the classes they selected in advance registration, and their advance housing assignments. Balances unpaid after the deadlines or paid with checks returned by the student's bank will result in courses and housing reservations being cancelled.

Deferred Payment Plan

Students may subscribe to the deferred payment plan that provides for three equal payments for the fall and spring semesters on the following basis:

At registration	1/3
October 15 (fall) and March 15 (spring)	1/3
November 15 (fall) and April 15 (spring)	1/3

A \$25 deferred payment fee will be added to the student's account payable at registration. Any student who pays in installments and fails to return the completed deferred payment plan form will be assessed a \$25 deferred payment plan participation fee. Any student who defaults on the deferred payment plan will be assessed a late payment fee of \$25 and will be considered ineligible for further participation in the plan. There is no deferred payment plan for summer session.

Financial Obligations

Students can meet their financial obligations to the University by paying their account balances in full or enrolling in an approved deferred payment plan. Inquiries about account balances and payment options should be directed to the bursar's office in the Student Center, 609-896-5020.

Students must also be in good financial status with all organizations with which Rider has declared an official relationship, such as the New Jersey Higher Education Assistance Authority in order to be officially registered.

Students with unmet obligations are not considered to have valid registrations. They may be prevented from attending classes, receiving transcripts, participating in advance registration for upcoming semesters, and under certain conditions, from graduating.

Liability for tuition costs will not be waived unless the student officially drops or withdraws from the course(s) for which he or she registered.

Financial Aid

Financial aid is available to qualified graduate students under several state and federal loan programs. Examples of loan sources include the Stafford Loan. Interested students should contact the office of student financial services (609-896-5360) to inquire about these and other loan possibilities.

A limited number of graduate assistantships is also available. Inquiries about these assistantships should be directed to the respective graduate offices in business administration and education, leadership, and counseling.

For additional information, please go to www.rider.edu/onestop

Veterans and Military Service Information

Rider's degree programs are approved under the Veterans Readjustment Benefits Act of 1966, as amended. An Application for Program of Education is available from one of Rider's veterans' affairs representatives or online at www.vabenefits.vba.va.gov/vonapp. Students in CCS should complete this form and return it to the veterans' affairs representative in their college. Students enrolled as full-time day students, graduate students, or students receiving benefits under Vocational Rehabilitation for Disabled Veterans should return this form to the veterans' affairs representative in the registrar's office.

Veterans who receive post 9/11 G.I. Bill benefits may be eligible for Rider's Yellow Ribbon program.

Students filing for benefits at Rider will be responsible for filing a copy of their DD 214 (separation papers) or their Certificate of Eligibility (for students under the post 9/11 G.I. Bill) with the appropriate veterans affairs representative. Contact the CCS certifying official at 609-896-5033 or the Registrar's Office certifying official at 609-896-5066 if there are any questions.

Enrolled students may contact the Veterans' Affairs Coordinator at 609-896-5000 X7382 with any questions or concerns.

University Policies

All students are expected and urged to abide by these regulations, which include the Code of Social Conduct, Alcohol Policy and Anti-Harassment and Non-Discrimination Policy. These are outlined in The Source, Rider's student handbook, available online at www.rider.edu/TheSource

Student Conduct Policy

Students at Rider University are expected to abide by the basic principles of integrity, honesty, and respect. To define these principles, Rider has established regulations and policies to govern student conduct in both academic and social matters. These have been designed to allow each student the greatest possible freedom, consistent with the welfare of the community. All students are expected and urged to abide by these regulations, which are spelled out in detail in *The Source*, the student handbook. In some instances, failure to abide by the code of conduct may result in dismissal or suspension.

Please refer to *The Source* for additional information:

<http://www.rider.edu/TheSource>

Protection of Personal Privacy

Access to student records may be accorded to Rider personnel with a legitimate educational interest in the records. Information may be released to other agencies and individuals according to these policies in compliance with the Family Privacy Act of 1974 (as amended):

- Rider may release the following information without written permission from the student: fact of enrollment, dates of enrollment, degree candidacy, degree awarded, and major field.
- Rider may release the following information unless the student has requested in writing that the information not be released: name, home and local address, and home and local telephone number.
- No other information concerning an individual will be released without the written permission of that person.

Compensation for Performances

Students may from time to time participate in events or promotions sponsored by the University including situations for which proceeds are received by the University. A student shall have no right or claim to any payment or proceeds from any entertainment, promotional, or publicity items, events or activities, including events or activities of an artistic or athletic nature. By registering in and attending the University, each student acknowledges that he or she has no right to payment for participation in any University event or payment for participation in sound or sight reproductions of any University event; and to the extent that any rights to any payment may exist, he or she assigns all such rights to the University.