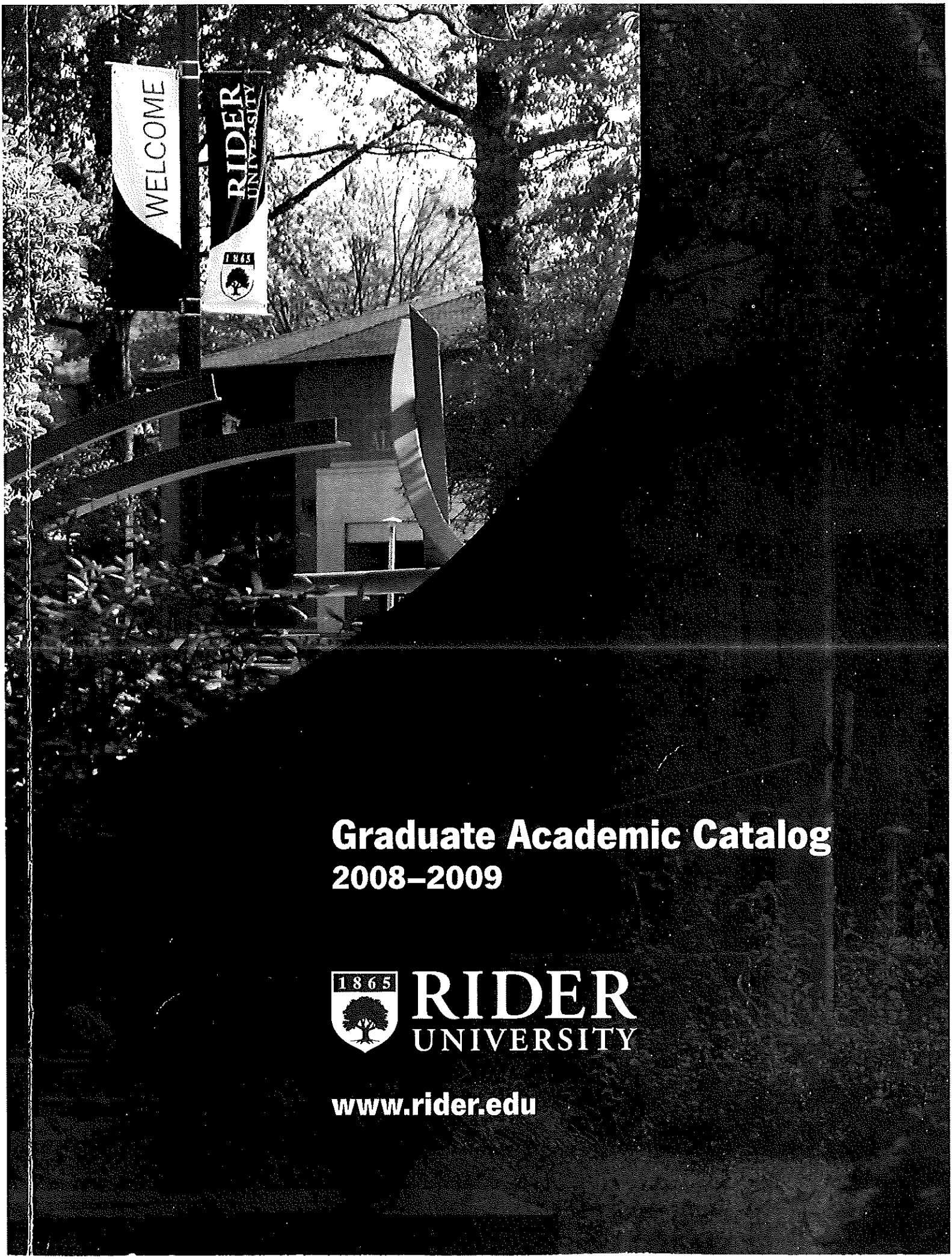
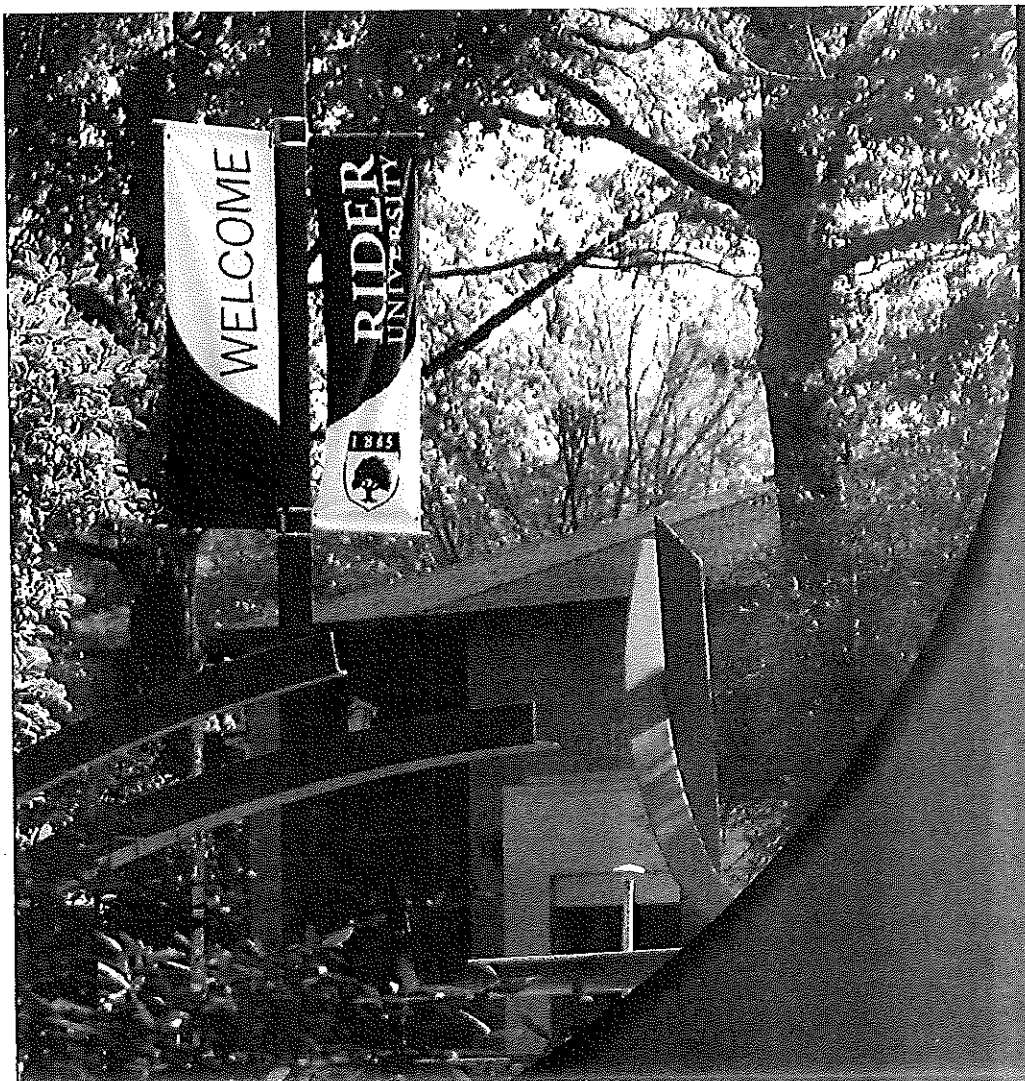


Graduate Academic Catalog
2008–2009

RIDER UNIVERSITY

www.rider.edu



Graduate Academic Catalog
2008–2009

RIDER UNIVERSITY

2083 Lawrenceville Road
Lawrenceville, NJ 08648-3099
609-896-5000
www.rider.edu

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For further information, contact:

Rider University
2083 Lawrenceville Road
Lawrenceville, New Jersey 08648-3099

Office of Graduate Admission	609-896-5036
Graduate Programs in Business Administration	609-896-5127
Graduate Programs in Education, Leadership, and Counseling	609-896-5353

or visit our Web site: www.rider.edu

General Information

RIDER UNIVERSITY

www.rider.edu

General Information

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 bridges the theoretical and the practical and by fostering a culture of academic excellence.

Rider's Mission Toward 2010

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, 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 administrators with diverse backgrounds who create an environment which 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 reorganization 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, N.J., 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 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 and one of only two schools in New Jersey to hold the specialized AACSB accreditation in 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. Rider University is regionally accredited by the Middle States Association of Colleges and Schools.

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

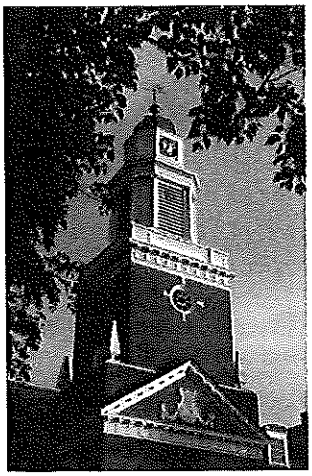
Rider University offers several graduate degree and graduate-level certificate programs. For graduate admission information, call the office of graduate admission, 609-896-5036.

A Master of Business Administration, an Executive Master of Business Administration and a Master of Accountancy can be pursued through the College of Business Administration. Students pursuing these degrees may choose to concentrate their studies in the areas of computer information systems, entrepreneurial business, finance, global business, healthcare administration, 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, 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.

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 degree is offered with majors in sacred music, music education, choral conducting, voice pedagogy and performance, organ performance, piano accompanying and coaching, piano pedagogy and performance, piano performance, and composition. Summer programs leading to the Master of Music Education and Master of Voice Pedagogy also are offered.

Choral music performance lies at the heart of the Westminster program. Preparation and performance of choral/orchestral works at times takes precedence over all facets of campus life. All graduate students sing for a minimum of one year in the Westminster Symphonic Choir. They also may audition to become members of the Westminster Choir, Williamson Voices, Westminster Kantorei, Jubilee Singers, and Concert Handbell Choir.

The Symphonic Choir has performed hundreds of times and made many recordings with the principal orchestras of New York, Philadelphia and Washington. It also has performed in New York with many touring orchestras such as the Atlanta Symphony, Los Angeles Philharmonic, Berlin Philharmonic, and Vienna Philharmonic. Virtually every major conductor of the 20th century, from Toscanini and Walter through Bernstein, Muti and Masur, has conducted the Symphonic Choir during the 80 years of the college's history.

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

Business Administration

1865 RIDER UNIVERSITY

www.rider.edu

Business Administration

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

Calendar

Fall Semester 2008

September

3 / Wednesday
Classes begin

October

1 / Wednesday
Last day for filing degree applications for December 2008

15 / Wednesday
Second deferred-tuition payment due

November

15 / Saturday
Third deferred-tuition payment due

26–30 / Wednesday–Saturday
Thanksgiving recess—No classes

December

1 / Monday
Classes resume

6 / Saturday
Fall semester classes end (at close of classes)

8 / Monday
Fall semester exams begin

13 / Saturday
Final exams end

15 / Monday
Spring 2009 and summer 2009 degree applications due

Spring Semester 2009

January

26 / Monday
Classes begin

February

13 / Friday
Last day for filing application to graduate in May 2009

March

1 / Sunday
Graduate students priority deadline for filing federal financial aid forms

14 / Saturday
Spring recess begins (at close of classes)

15 / Sunday
Second deferred-tuition payment due

23 / Monday
Classes resume

April

15 / Wednesday
Third deferred-tuition payment due

May

2 / Saturday
Spring semester classes end (at close of classes)

4 / Monday
Spring semester exams begin

9 / Saturday
Final exams end

14 / Thursday
Commencement

Summer Session 2009

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.

June

1 / Monday
Last day for filing application to graduate in August 2009

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 degree programs are offered.

The Rider University College of Business Administration has a distinctive approach to business education and learning as defined by the mission statement. With the guidance of our mission statement, graduate business programs strive for excellence through a particularly strong emphasis on:

- Providing an innovative, flexible and dynamic curriculum;
- Student development through experiential learning;
- Alliances with businesses locally and internationally;
- Quality and continuous improvement in everything we do.

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.

Objectives

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. Career paths in areas outside of public accounting, to include corporate, financial or governmental entities, are facilitated through the use of elective course offerings.

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 with nonaccounting undergraduate backgrounds will complete additional preliminary course requirements.

Graduate accounting courses are offered in the evening with a limited offering also scheduled during afternoons. Graduate, nonaccounting electives are available in the evening.

The MBA Program prepares individuals for career advancement as managers and leaders of organizations. Guided by this philosophy, the college has developed a flexible and forward-looking degree 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, critical interpersonal communication skills, a cross-functional integration of business theory and processes, and the ability to manage in a changing environment. Program flexibility is encouraged and supported by a variety of MBA and MAcc electives. As a result, students have the option to pursue a general MBA or MAcc program creating a personalized skill set from the full menu of 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 or health-care administration. Additionally, MAcc students can elect to take a concentration in Fraud and Forensic Accounting.

The program is designed for students with full-time career track positions and/or similar work experience. All courses are offered during evening hours, Monday through Thursday. A limited selection of courses is also available on Saturdays. All basic requirements are offered during both fall and spring semesters and most are offered in the summer. 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 in the fall and spring semesters and two in the summer.

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. 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.

The Executive MBA program allows experienced business professionals to earn an MBA in less than two years (21 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 30 students. The program consists of two parts: the first half delivers a solid foundation in business concepts and basic leadership and team skills; the second half provides advanced executive sessions. A series of skill sessions (generally held on Friday evenings) is also included in the curriculum. In addition, there is a seminar on international business, which includes about two weeks of travel in a key economic region of the globe. Other program highlights include: learning advanced theory from the faculty plus practical executive input from current business leaders who are brought in to work alongside the faculty lending their personal insight to the classroom discussion; Convenient scheduling (all courses are on Saturdays—plus the Friday evening skills training sessions noted above); 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.

Professional Accreditation

Rider University College of Business Administration programs were accredited by AACSB International—The Association to Advance Collegiate Schools of Business in 1993 and reaffirmed in 2000 and 2007. In addition, the accounting program was further recognized for excellence with AACSB International Accounting Accreditation in 2000 and affirmed in 2007.

Waiver of Core Courses

Core courses for the MBA and the MAcc may be waived if the applicant meets one or more of the following conditions:

- The core courses may be waived if the student has graduated from an AACSB accredited business program within five years prior to semester admitted. The student must have achieved a C or better in the appropriate course and a B or better in finance;
- One or more core courses may be waived if the student has passed (C or better) an equivalent undergraduate or graduate course within six years prior to semester admitted. As an exception, financial management may be waived within five years with a grade of B or better;
- The core course(s) in the student's undergraduate major will be waived within six years prior to the semester admitted;
- One or more core courses may be waived based on a combination of work experience and continuing education, at the program director's discretion;
- With the approval of the program director, students may take proficiency exams to test out of core courses if the above criteria are not met. If needed, the student may repeat the proficiency exam in a second effort to pass. However, at least six weeks must elapse before the test may be repeated.

When core courses 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.

Master of Accountancy (MAcc)

www.rider.edu/macc

Course Requirements

The MAcc program consists of 30 semester hours at the graduate level, (600–700 level only). Fifteen or 18 semester hours (five or six courses) are in accounting subjects and the remaining 12 or 15 semester hours are to be taken as graduate business electives. Please refer to the MBA course descriptions for a listing of MBAD-6xx elective courses. MAcc students may elect to use the MBA electives to create concentrations. See the "concentration" section provided under the MBA policy portion of this catalog. Required graduate accounting courses are offered each semester. Graduate accounting electives are typically offered on a three-semester rotational basis.

Required Graduate Accounting Courses
(12 credits)

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

Elective Graduate Accounting Courses
(3 or 6 credits)

Course No.	Course Title
MACC-658	Governmental and Not for Profit Accounting
MACC-660	Research in Financial Accounting
MACC-662	Auditing Practice and Problems
MACC-663	Fraud and Forensic Accounting
MACC-664	Issues in Managerial Accounting
MACC-665	Fraud Detection and Deterence
MACC-667	Business Valuations: Fundamentals, Techniques and Theory
MACC-670	Accounting Internship (requires prior approval of the accounting department chairperson)

MAcc students who do not have an accounting undergraduate background will need to complete 12 semester hours of business courses and 15 semester hours of accounting preliminary requirements. Waiver of these courses follows the same guidelines as those defined for the MBA core courses discussed in the next section.

Note: Accounting students preparing for the CPA exam will need up to six credits of law course work. MBAD-682 Business Law may be used toward the CPA law requirement. However, the exact requirement is a function of previous course work and state jurisdiction. Similarly, the student may need additional course work in auditing. Students are required to review the law and auditing requirements with the chairperson of the accounting department (609-895-5505).

Preliminary Requirements: Business Foundation
12 semester hours (for nonbusiness undergraduate degree or outdated coursework)

Course No.	Course Title
MBAD-524	Fundamentals of Accounting
MBAD-531	Economic Analysis
MBAD-560	Marketing Management
MBAD-570	Management Theory and Application

Preliminary Requirements: Accounting
15 semester hours (for nonaccounting business undergraduate degree or outdated coursework)

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-410	Fundamentals of Federal Taxation

Master of Business Administration (MBA)

www.rider.edu/mba or www.rider.edu/emba

Course Requirements

The MBA Program requires 15 semester hours of advanced core courses, 12 to 15 semester hours of elective courses and 24 semester hours of core courses. A student must complete between 30 and 51 semester hours for an MBA, depending on how many core courses are waived. Electives may be used to concentrate in the areas of entrepreneurship, global business, health care administration, marketing, management, computer information systems, or finance or to enrich your degree from a variety of courses, depending on professional needs and interests. The director of the MBA program is available to advise students relative to maximizing the effective selection of electives.

Advanced Core Courses
(15 semester hours)

Course No.	Course Title
MBAD-730	Economic Analysis and Decision Making
MBAD-740	Financial Analysis and Decision Making
MBAD-760	Advanced Organizational Behavior
MBAD-770	Marketing Analysis and Decision Making
MBAD-780	Strategic Planning and Policy

Elective Courses
(12–15 semester hours)

Students who waive and/or test out of all the core courses (24 credits) are required to complete 15 semester hours of electives to achieve the program minimum of 30 credits. Students who take one or more core courses will need to take 12 semester hours of electives. MAcc courses may be taken as electives by students in the MBA program as long as course prerequisites are met and the program director approves. A minimum of three of the elective credits are to be in international business; an undergraduate course in international business waives the international requirement. However, waiver of the international requirement does not change the number of elective credits needed to complete the program.

Concentrations/General Management Options

The advanced core provides a distinct and consistent advanced business knowledge platform for all students in the MBA program. The electives allow the student to tailor the graduate educational experience to fit individual needs. Concentrations are three-course elective (nine credit) sequences defined from a menu of electives by either the functional department (finance, computer information systems, management or marketing) or by interdisciplinary program coordinators (entrepreneurship, global business or health care administration). Electives counted toward a concentration are to carry a grade of B or better, and the concentration electives should add up to at least a 3.20 GPA. Students may elect to pursue a general management option in lieu of a specific concentration.

Note: All students are required to take electives from two or more different functional areas.

Core Courses
(24 semester hours for nonbusiness undergraduates or outdated coursework)

Course No.	Course Title
MBAD-501	Fundamentals of Statistical Analysis
MBAD-502	Operations Management
MBAD-511	Information Systems
MBAD-524	Fundamentals of Accounting
MBAD-531	Economic Analysis
MBAD-540	Financial Management
MBAD-560	Marketing Management
MBAD-570	Management Theory and Application

Note: A solid business math and calculus foundation is a pre-condition of the MBA program. This requirement may be met through prior undergraduate coursework. Admitted students may also meet this requirement while in the program by successfully completing (with a grade of C or better) MSD-106 or an equivalent calculus course. This requirement must be met before the student may start the last 18 credits of the program. Calculus is required for MBAD-730.

Executive MBA (EMBA)

www.rider.edu/emba

Course Requirements

The Executive MBA is a 51-credit, 21-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 nonbusiness backgrounds and/or are transitioning to positions requiring 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 half delivers a solid foundation in business concepts and basic leadership and team skills; the second half provides advanced executive sessions with courses in accounting, finance, marketing, management, strategy, and international business, culminating in an international experience. Courses use case analysis and discussion, as well as group learning, to translate theory into practice, and employ weekly online assignments for active learning outside of class.

The EMBA program also has several coaches who work with the students individually throughout the 21-month program to develop essential management, leadership, time management, stress management, and personal career management skills.

Foundation in Business Concepts

Course No.	Course Title
EMBA-501	Quantitative Analysis for Business (Statistics)
EMBA-502	Service and Production Management
EMBA-511	Technology/Information Management
EMBA-524	Accounting
EMBA-531	Economic Analysis
EMBA-540	Financial Management
EMBA-560	Marketing Management
EMBA-570	Management/Team Skills

Advanced Executive Sessions

Course No.	Course Title
EMBA-6xx	Advanced Elective—Marketing/Technology
Examples:	
EMBA-616	Selected Topics: Project Management
EMBA-669	Elective-Marketing (Product Development and Commercialization)
EMBA-6xx	Advanced Elective—Finance/Accounting
Example:	
EMBA-645	International Finance
EMBA-682	Advanced Seminar: Business Law and Business Ethics
EMBA-715	International Business Seminar and Travel Experience
EMBA-730	Economic Analysis and Decision Making
EMBA-740	Financial Analysis and Decision Making
EMBA-760	Advanced Organizational Behavior
EMBA-770	Marketing Analysis and Planning
EMBA-780	Strategic Management and Policy

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 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. Talk with your company's human resources department to find out if tuition assistance is available. Or, contact Rider and arrange a meeting between our representative and your company to discuss the program costs.

Application Procedures

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;
- Complete the application for admission and application fee form, and return them 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 Educational Testing Service 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;
- Arrange to have an official transcript 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 office of graduate admission;
- 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;
- 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.
- A notarized financial resource statement or notarized bank statement is required to demonstrate the international student's ability to pay the total cost of attendance.
- Additional Executive MBA application requirements include personal information:
  - Two work-related recommendations (employer or another source)
  - Statement of objectives
  - Resume
  - Personal interview

Application Deadlines

The deadlines for the submission of all credentials are August 1 for the fall semester, December 1 for the spring semester and May 1 for the summer session. 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 Educational Testing Service as to the score achieved on the Graduate Management Admissions Test (GMAT) 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 from an accredited institution of higher learning and has the potential to perform satisfactorily at the graduate level. The primary criteria used in making admissions decisions are the undergraduate grade point average and the score achieved on the GMAT.

The GMAT requirement will be waived for MAcc applicants who have passed a certifying exam such as the CPA or CMA.

For any applicant whose native language is not English, satisfactory results on the Test of English as a Foreign Language (TOEFL) are also required.

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 program director.

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*
- 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

Business Related Background

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

*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 609-896-5036.

Classification

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

Full Standing

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

Special

For those students enrolled in a graduate program at another institution who have been granted permission to take graduate business courses at Rider. This does not apply to the cohort-based EMBA.

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 institutions must have prior approval of the director of graduate studies before transfer credit will be allowed. A maximum of six semester hours of transfer credit may be granted for application against the elective requirements.

Executive MBA students are admitted as "full standing" only. Because this is a cohort-based program, transfer courses will not apply.

Advising

The director of each respective program is the advisor to students in the MBA, Executive MBA and MAcc programs and tracks program progress. Students are also encouraged to contact members of the faculty 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 program director, 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 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 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.

Application for Graduation

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, page 8.

Course Descriptions

Master of Accountancy (MACC)

(R denotes REQUIRED, E denotes ELECTIVE)

MACC-650
Seminar in Taxation
3 credits (R)
The course is designed (1) to expand a student's tax research skills, (2) to examine tax compliance and basic planning concepts available to C corporations, S corporations, partnerships, gifts, estates, and trusts, (3) to explore the tax issues involved in the decision to select a particular form of business organization, (4) to provide an introduction to fundamental concepts of interstate, international, and New Jersey taxation, and (5) to expose the student to a variety of common tax returns, applicable to the above topics.

MACC-652
Analysis of Accounting Data
3 credits (R)
Employs appropriate information technology and analytical techniques to pursue data collection and analysis needs commonly faced by accounting professionals. Uses cases and projects to pursue such areas of decision concern as financial statement analysis, the evaluation of audit risk and selected additional topics. MACC-654 should be taken before this course.

MACC-654
Issues in Financial Reporting
3 credits (R)
Examines accounting theories and the development of a conceptual framework for financial reporting. Theoretical and conceptual assessments of current reporting issues pertaining to asset valuation and income measurement are addressed through cases, readings, and projects. Topics to be investigated from term to term vary depending on their importance and timeliness to the profession. This course should be taken first or early in the program.

MACC-656
International Dimensions of Accounting
3 credits (R)
This course examines the global applications of accounting principles and practices, including the relationship between international accounting issues and company strategy. Topics include theoretical and societal considerations of international accounting issues, the identification of transnational accounting practices, and attempts at harmonization.

MACC-658
Governmental and Not-for-Profit Accounting
3 credits (E)
This course provides an in-depth study of the concepts, objectives and techniques of the evolving field of accounting for nonprofit institutions and organizations. Areas emphasized include municipal and state governmental units, hospitals, colleges and universities and service organizations. Problems, cases and selected readings are employed.

MACC-660
Research in Financial Accounting
3 credits (E)
Students identify and define problem areas in current accounting practice. Research methodologies are developed, leading to data collection and analysis using appropriate statistical techniques. A project report is required including findings, conclusions and recommendations regarding theoretical and practical issues.

MACC-662
Auditing Practice and Problems
3 credits (E)
Uses cases to examine current auditing issues, including professional ethics, internal control, materiality and risk assessment. Students will complete a simulated audit from start to finish, including audit planning, audit fieldwork and preparation of an audit opinion. Prerequisite: ACC-400.

MACC-663
Fraud and Forensic Accounting
3 credits (E)
A course designed to provide a background in all areas of forensic accounting including: fraudulent financial reporting and the detection of fraud, money laundering and transnational flows, courtroom procedures and litigation support, as well as cybercrime. A wide variety of teaching tools are employed including extensive use of the professional literature, case analysis, videos, role playing and text materials.

MACC-664
Issues in Managerial Accounting
3 credits (E)
Examines current management accounting practices with an emphasis on world class developments and strategic implications to the firm. Integrates current management accounting literature with considerations of planning, control, decision-making and information needs of the firm.

MACC-665
Fraud Detection and Deterrence
3 credits
This course explores contemporary forensic accounting topics pertaining to fraud examination, detection and deterrence. Topics include audit responsibility and reporting, professional judgment, quality control and developing effective policies in preventing and detecting economic crimes. Students will apply relevant fraud examination techniques to a variety of settings. Prerequisite: MACC-663.

MACC-667
Business Valuations: Fundamentals, Techniques and Theory
3 credits (E)
A course in the fundamentals of business valuations including basic, intermediate, and some advanced concepts and methodologies required by accounting and finance professionals in valuing a closely held (privately-owned) business where there is no market price.

MACC-670
Accounting Internship
3 credits (E) Requires prior approval of the accounting department chairperson.
This course provides on-site experiential learning through supervised employment with a participating company. Students will be reviewed periodically by senior staff. Academic assignments, including a formal report, will be developed in conjunction with a faculty member. Permission of the instructor is required.

Master of Business Administration (MBAD)

(C denotes CORE LEVEL, AC denotes ADVANCED CORE, E denotes ELECTIVE.)

MBAD-501
Fundamentals of Statistical Analysis
3 credits (C)
Covers basic statistical techniques useful in business decision-making. Includes descriptive statistics, event probability, random variables, sampling distributions, regression analysis and topics in statistical inference.

MBAD-502
Operations Management
3 credits (C)
The methods used for the efficient operation of both manufacturing and service operations. Topics include product and process design, facility location and capacity planning, quality assurance, Just-In-Time systems, inventory management, material requirements planning, project management, linear programming, forecasting, and applications of queuing models and simulation. Prerequisite: MBAD-501.

MBAD-511
Information Systems
3 credits (C)
Introduces the theory and practice related to the planning, analysis, design and implementation of computer-based management information systems (MIS). Emphasizes the systems approach, managerial considerations of MIS design, and the effect of information systems on the practice of management.

MBAD-524
Fundamentals of Accounting
3 credits (C)
For those students having no previous knowledge of accounting. Subject is approached from the point of view of the user of accounting information rather than that of the accountant who supplies the information. Surveys mechanics of accounting as a means to an end, emphasizing accounting as a tool of management and the language of business. Problems and cases bring out the managerial implications of accounting.

MBAD-531
Economic Analysis
3 credits (C)
An intensive exposition of the essentials of price theory and income and employment theory. For students with less than a year of introductory economics at the undergraduate level.

MBAD-540
Financial Management
3 credits (C)
An introduction to the concepts and techniques of financial management. Topics include financial planning, analysis and control; working capital management; risk and return; time value of money; valuation; cost of capital; and capital budgeting. Problem/case oriented.

MBAD-560
Marketing Management
3 credits (C)
Gives a broad view of the entire field of marketing. Introduces students to theories and concepts of the marketing environment, buyer behavior, market segmentation, marketing research, product development, distribution issues and alternatives, pricing theory, and promotional methods. Uses explanatory lecture material, in-class exercises, and selected readings to endow the student with a basic understanding of the tools and practice of marketing.

MBAD-570
Management Theory and Application
3 credits (C)
A foundation course that provides a comprehensive introduction to the theory and practice of management. The management functions of planning, organizing, leading, and controlling provide an organizing framework for examining the interrelationships among organization theory, individual behavior, interpersonal relations, and effective management practices. Attention is given to current management challenges throughout the course (e.g., globalization, diversity, ethics, quality, and team-based structures).

MBAD-604
Quality Assurance and Total Quality Management
3 credits (E)
Integrates the concepts of statistical quality control and the practices of today's leading companies in creating systems of total quality management (TQM). Considers how various business functions (e.g., production, engineering and design of products and services, purchasing raw materials, providing technical assistance to customers, and statistical quality control) and their interrelationships can be used to create high-quality products, and, thus, high levels of customer satisfaction. Includes traditional statistical methods for process control, acceptance sampling, reliability and quality improvement, as well as numerous examples of U.S. and foreign firms at the cutting edge of TQM. Introduces current thinking of leading figures in TQM (e.g., Deming, Juran and Crosby). Prerequisite: Completion of MBA core courses.

MBAD-611
Electronic Commerce
3 credits (E)
Electronic commerce involves the use of information technology to improve, enhance, simplify or enable business transactions. This course examines such business, social, and technical issues of electronic commerce as the technology of the Internet, effective system strategies to attract and maintain customers, security, and electronic payment systems. Prerequisite: Completion of MBA core courses.

MBAD-614
Decision Support Systems
3 credits (E)
An in-depth study of the rapidly evolving field of using computers to support decision-making. It covers conceptual foundations, and structure and development of decision support systems (DSS). Also included are the technology components of DSS. Focuses on the key factors of a successful system and on how to build effective DSS. Substantive and real case examples are used to illustrate the organizational issues, technical concepts, and the development process of building a DSS. Prerequisite: Completion of MBA core courses.

MBAD-616
Selected Topics in CIS
3 credits (E)
The study of a topic (or combination of topics) that represents some dimensions of computer information systems or has important and direct implications for CIS management. Topics recently covered include project management, data mining and data privacy. Theoretical foundations as well as applications may be explored. Readings, research, lectures, projects, discussions or other appropriate methods are employed to stimulate student learning. Prerequisite: Completion of MBA core courses.

MBAD-618
Healthcare Information Systems
3 credits (E)
As the integration of clinical and administrative systems at the local level continues, government and insurance company involvement will increasingly require that the systems become externally linked as well. The goals of this large-scale "healthcare information network" effort include more accessible healthcare as well as higher quality healthcare outcomes. As a result of this trend, new information systems requirements continue to emerge and demanding management issues arise. These include organizational, technical, and ethical issues. The focus of this course will be on the critical management decision-making areas that are being realized by both healthcare and information systems professionals in this dynamic industry. Prerequisite: Completion of MBA core courses.

MBAD-624
Financial Reporting
3 credits (E)
Focus is on analysis and evaluation of alternative accounting methods and their relationship to company policy. Insight is gained through the reading of articles in leading accounting and financial periodicals and Internet sources. Cases demonstrating financial-reporting methods are assigned and discussed in class. Term project required. Topics include financial instruments, earnings per share, deferred taxes, post-retirement benefits and the accounting rule-making process. Prerequisite: Completion of MBA core courses.

MBAD-629
Tax Planning for Entrepreneurs
3 credits (E)
The business and personal finances of an entrepreneur are integrally related. Often personal resources fund business operations and business resources fund individual necessities and obligations. This course is designed to familiarize the entrepreneur with wealth maximization and tax minimization strategies for business and personal activities. This course covers basic tax compliance concepts and includes personal financial planning and estate planning issues. Restricted to MBA students only. Prerequisite: Completion of MBA core courses.

MBAD-633
Business Conditions and Forecasting
3 credits (E)
Aggregate demand and supply theory is studied, leading to an analysis of business conditions. Examines the conceptual and practical problems and techniques of forecasting within the framework of the national income account sectors. Prerequisite: Completion of MBA core courses.

MBAD-634
Industrial Organization
3 credits (E)
This course examines the relationship between market structure, firm conduct, and industry performance. The evaluation of industry performance serves as the foundation for the analysis of public policy through the enforcement of antitrust laws. This course relies heavily on case studies of many major U.S. industries, including steel, petroleum, automobile, computer, and agriculture. Prerequisite: Completion of MBA core courses.

MBAD-635
International Trade and Investment
3 credits (E)
A study of the international economy within which business firms operate, and public policies that influence their activities. Include international trade theory, balance of payments analysis, the international monetary system, barriers to trade, and the role of multinational corporations. Prerequisite: Completion of MBA core courses.

MBAD-638
Healthcare Economics
3 credits (E)
The course uses the tools of economics to examine the many sectors of the healthcare industry and to analyze their interactions. The industry consists of many types of suppliers and producers, consumers, and third parties, which have a strong influence on the industry. Each group of parties acts to form alliances with others in order to gain control and power in the markets. In addition, the government plays a strong role in regulating the private sectors, in subsidizing some sectors, and in providing services to the poor and elderly. The course will move beyond description and analyses of the current industry to an examination of the many trends and potential directions the industry will take. Discussions will focus on current practices and policy analysis. Prerequisite: Completion of MBA core courses.

MBAD-641
Corporate Treasury Management
3 credits (E)
This course is designed to provide an understanding of modern principles and techniques for corporate treasury management. The course materials are useful for finance, banking, accounting and information system professionals or small business owners. Topics include analysis of liquidity and solvency, credit and accounts receivable management, cash collection and disbursement systems, short-term investment and borrowing, management of treasury information and technology, multinational cash management, and other related topics. Success in this course will help students preparing for the Certified Cash Manager (CCM) exam. Prerequisite: Completion of MBA core courses.

MBAD-643
Investment Instruments and Strategies
3 credits (E)
Principles of investment analysis and portfolio management. Includes analysis of stocks and fixed income securities, mutual funds, international investing, margin trading and short sales, convertibles, stock options and financial futures. Hedging strategies, market forecasting and tax advantaged investments are also discussed. Considerable use of problems to illustrate concepts. Prerequisite: Completion of MBA core courses.

MBAD-644
Financial Market Operations
3 credits (E)
Flow of funds analysis is used to study financial intermediation and interest rate determination in money and capital markets. Includes the flow of funds accounts, funds flow through financial institutions, the demands for and supply of credit by economic sectors, and the impact of public policies on financial market behavior. Prerequisite: Completion of MBA core courses.

MBAD-645
International Financial Management
3 credits (E)
The techniques of multinational financial management are developed for enterprises that do business in more than one country and/or have assets and liabilities denominated in more than one currency. The management of foreign exchange and country risks is applied to working capital, capital budgeting, and capital structure decisions. Prerequisite: Completion of MBA core courses.

MBAD-646
Computerized Financial Analysis
3 credits (E)
Computerized spreadsheets are utilized to analyze problems and cases. Students receive instruction in computer use beyond that available in other finance courses. Spreadsheet applications include valuation models, cost of capital, capital budgeting, risk and return, portfolio analysis, stock market analysis, and options and futures. Prerequisite: Completion of MBA core courses.

MBAD-647
Portfolio Management
3 credits (E)

Real-world application of the concepts and techniques of investment analysis and portfolio theory. Students interact with and make recommendations to professional portfolio managers. Topics include stock valuation methods, major forces driving movements in current equity markets, international investment opportunities, industry analysis, technical analysis and investment timing, evaluation of portfolio performance, analysis of business conditions and interest rates, and hedging portfolio risk with stock index options and financial futures. Prerequisite: Either MBAD-643 or MBAD-740 plus investment knowledge and experience, or permission of MBA program director. Completion of MBA core courses.

MBAD-648
Healthcare Finance
3 credits (E)

The goals of this course are (1) to provide a description of how Americans pay for healthcare; (2) to explain why the payment systems have taken their current form and how those forms affect the system; (3) to evaluate newly emerging arrangements; and (4) to compare and contrast health financing systems in the United States and other developed countries. Specifically, we will focus on insurance (both public and private), managed care and the incentives of the parties in these financing arrangements. In addition, we will explore how these incentives impact cost containment in healthcare. Prerequisite: Completion of MBA core courses.

MBAD-661
Business to Business Marketing
3 credits (E)

The practices and policies used in the marketing of goods and services to business and industrial buyers are analyzed, focusing on the market and demand for products, marketing research, product planning, channels of distribution, pricing policies and practices and the development of sales program and service policies. Prerequisite: Completion of MBA core courses.

MBAD-664
Marketing Research
3 credits (E)

An overview of the subject matter which will assist students in developing an appreciation for the use by marketing management of marketing research and marketing information systems in making marketing decisions. Topics include specific research procedures for gathering, processing, analyzing and presenting information relevant to marketing problems in such areas as: advertising effectiveness, product development, distribution channels, sales techniques, consumer behavior, and forecasting study of research planning, implementation, and interpretation of findings is facilitated by the use of cases or projects. Prerequisite: Completion of MBA core courses.

MBAD-665
International Marketing Management
3 credits (E)

Examination of the nature and scope of global marketing activities, including the theoretical framework of international marketing, foreign marketing environments, multinational markets, MNC information systems, strategic marketing decisions, and organization for transnational marketing. Prerequisite: Completion of MBA core courses.

MBAD-668
Healthcare Marketing
3 credits (E)

The purpose of this course is to introduce students to the role, functions and tasks of healthcare marketing. Attention is devoted to applying basic marketing principles to the healthcare sector. Marketing decision making and analysis will be emphasized through the use of cases and current readings that focus on a variety of healthcare organizations, including hospitals, assisted-living facilities, MCOs and pharmaceutical companies. Prerequisite: Completion of MBA core courses.

MBAD-669
Selected Topics in Marketing
3 credits (E)

The study of a topic (or combination of topics) that represents some dimension of marketing or has important and direct implications for marketing management. Theoretical foundations as well as special applications of marketing decision-making may be explored. Readings, research, lectures, discussions or other appropriate methods are employed to stimulate student learning. Prerequisite: Completion of MBA core courses.

MBAD-670
Organization Design and Culture
3 credits (E)

An advanced organizational behavior and theory course dealing primarily with the relations among environment, tasks, technology, and organization structure. Emphasizes the application of behavioral science research and theory to the design and management of large organizations. Examines environmental influences on organization design; alternative organization designs; environmental uncertainty; decision making; intergroup relations, including the prevention and management of intergroup conflict; the management of interorganizational relations; and the determination of organizational effectiveness. Prerequisite: Completion of MBA core courses.

MBAD-671
Human Resource Management
3 credits (E)

This course is designed as an introduction to the field of human resource management. The basic goal of the course is to provide students with an understanding of current corporate human resource practices. Common human resource management problems and the tools and procedures for dealing with them will be discussed. Contemporary topics, such as human resource planning, international staffing, career planning, workforce diversity, work/family balance and work motivation, will be examined. EEO guidelines and their implications for human resource functions will be discussed as well. A combination of conceptual and experiential approaches will be used to facilitate the practical application of the literature. Methods will include discussions, case studies, exercises, small group activities and lectures. Prerequisite: Completion of MBA core courses.

MBAD-672
Management Skills
3 credits (E)

This is a practicum in interpersonal skills that are useful for practicing managers. Topics covered include such things as motivating oneself and others, persuasive communication, creative problem-solving, managing conflict, using power constructively, managing change, and team management. Students are given opportunities to practice these skills in class and are asked to apply them to their current lives and report on the results of these applications. The course will provide students with a better understanding of the art of managing and of themselves as current or future managers. Prerequisite: Completion of MBA core courses.

MBAD-673
Labor Relations and Collective Bargaining
3 credits (E)
Considers both the principles and practices of labor/management relations. After covering such basic issues as the causes of unionism and the legal environment, attention shifts to the strategies and tactics used in both collective bargaining and contract administration. Role-playing in actual grievance cases and in a contract negotiation simulation increases understanding of the dynamics of labor relations. Prerequisite: Completion of MBA core courses.

MBAD-674
Power and Politics in Organizations
3 credits (E)
Examines the role of power and politics in organizations. Emphasizes especially the impact of political action and coalition formation in management decision-making and organizational behavior. Individual, intraorganizational, and interorganizational factors that influence political strategy formulation are discussed. Other topics include negotiation strategies, bargaining theory, and political leadership. Prerequisite: Completion of MBA core courses.

MBAD-675
International Management
3 credits (E)
This course focuses on the complexities of developing business relationships with people from different cultures and backgrounds. Emphasis is placed on cross-cultural awareness, international communication and negotiations and exploring the pervasive effect of culture on organizational behavior and managerial decision making. Prerequisite: Completion of MBA core courses.

MBAD-676
Organization Development and Effectiveness
3 credits (E)
This course is about the profession and discipline of organization development (OD) – a discipline concerned with improving organizational effectiveness by means of planned, systematic interventions. The primary objective of this course is to acquaint students with OD concepts, techniques and skills. The course provides students with opportunities to apply OD concepts and techniques and to explore and enhance their personal skills as change agents and consultants. To achieve course objectives, a variety of teaching methodologies is employed with especially heavy emphasis on experiential learning and case analysis. Students will be active participants in the learning process. Prerequisite: Completion of MBA core courses.

MBAD-677
Managing Workforce Diversity
3 credits (E)
Demographic shifts, changing patterns of labor force participation, global competition, and a growing cultural emphasis on the "celebration of difference" have all contributed to the changing management environment. This course explores the opportunities and challenges of the increasingly diverse workforce emerging in the United States today. It will address the knowledge and skills managers must develop in working with others who are different from themselves. Some of these differences are obvious – gender, race, age, and physical characteristics. Other differences are not as easily observed – family structure, educational level, social class and sexual orientation. Understanding and valuing diversity requires attitudinal self-assessment and change. Values, stereotypes and prejudices will be explored through readings, reflective writing, and active involvement in discussions, projects and activities. Prerequisite: Completion of MBA core courses.

MBAD-682
Business Law
3 credits (E)
Considers in depth the law relating to the sale of goods, commercial paper, and secured transactions as promulgated by the Uniform Commercial Code. Explores warranties, guarantees, remedies, and product liability. Also considers the law of agency, partnerships and corporations. International dimensions of sales law and related topics are addressed. Prerequisite: BUS-210 Introduction to Law: Contracts or its equivalent at another college or university. Students who have taken BUS-211 Commercial Law or BUS-214 Advanced Business Law cannot take this course. Note: This elective is particularly appropriate for students in the MAcc program and in anticipation of CPA law requirement. Prerequisite: Completion of MBA core courses.

MBAD-683
Entrepreneurship
3 credits (E)
The course deals with new business venture start-up. Topics include entrepreneurship concepts and characteristics, new venture types and pros/cons, choice of products/services, market study, marketing planning, financing, and business plan preparation. Practical exercises in developing business plans for new business ventures. Prerequisite: Completion of MBA core courses.

MBAD-684
Ethical Issues in Business
3 credits (E)
An introduction to identifying, analyzing and resolving ethical dilemmas in business. The course begins with a general introduction to ethics, considers ethical issues connected with the economic systems within which modern business takes place and heavily emphasizes contemporary cases that illustrate a wide range of ethical issues. Prerequisite: Completion of MBA core courses.

MBAD-685
Legal and Ethical Aspects of International Business
3 credits (E)
A survey in issues affecting international business and multinational corporate policy and worldwide strategy and planning. Considers globalization, international dispute resolution, laws and treaties on trade and foreign investment, international labor issues, marketing, licensing and technology transfer law, organizational design and issues of ethics and social responsibility. The student is provided with an interdisciplinary approach to the law, policy and practical issues governing doing business overseas. Emphasis on practical situations. Students are expected to conduct outside readings and project/case development. Prerequisite: Completion of MBA core courses.

MBAD-686
Employment Law for Business
3 credits (E)
The course will present issues and case law related to the commencement of the employment relationship, terms and conditions of the relationship, discrimination in recruitment, employment and discharge, and wrongful termination. The course will analyze these areas and their impact on business decisions. Prerequisite: Completion of MBA core courses.

MBAD-688
Health Law
3 credits (E)
The purpose of this course is to analyze the role of the law in promoting the quality of health care, organizing the delivery of health care, assuring adequate access to health care and protecting the rights of those who are provided care within a health system. It will also include the regulation of new drug development and advertising. This elective will fit into the health administration set of electives. Prerequisite: Completion of MBA core courses.

MBAD-689
Consulting for Small and New Businesses
3 credits (E)

This course provides experience-based learning to students through the use of student teams to assist area small businesses/organizations. These small firms could have a variety of needs ranging from market research, improving financial reporting and bookkeeping, business planning, streamlining operational procedures, etc. This course will provide students the opportunity to experience in-depth analysis of an individual organization. The emphasis is on student consultants generating immediate, actionable recommendations for the client. Thus, this course is useful not only for those considering small business ownership, but provides an opportunity to students to learn entrepreneurial thinking. Prerequisite: Completion of core and permission of instructor.

MBAD-690, 1, 2, 3 or 4
Independent Study in Business Administration
3 credits (E)

Involves a program determined by the individual faculty member and approved by the program director. Written assignments are required as part of this rigorous academic experience. Students are eligible for a maximum of one independent elective and should have completed at least three advanced core courses prior to the start of the independent study. Prerequisite: Permission of the program director and completion of MBA core courses.

MBAD-695
Internship
3 credits (E)

In order to supplement in-class learning with practical training, an internship may be taken for three elective credits. The internship may not be done at a student's current employer. An internship may only be taken if the student has been enrolled for at least one full academic year and during the semester he/she receives credit for the internship is taking at least three graduate-level classes (including the internship course). The course will be supervised by a full-time faculty member and will follow a structure similar to that of independent study. Course grades will be comprised of evaluations from the student's on-site supervisor, as well as, the sponsoring faculty member. Prerequisite: Completion of MBA core courses and permission of program director.

MBAD-696, 7, 8, or 9
Selected Topics in Business Administration
3 credits (E)

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered. Prerequisites: to be announced and completion of MBA core courses.

MBAD-697
Sports Management
3 credits (E)

This course examines diverse managerial issues involving the sports industry. The course covers topics at the league level, the team level, the athlete-agent level and the college level. The constituencies with interests in sports issues are discussed along with global aspects of sports enterprises. Valuation issues related to sports teams are also covered. The course is designed to integrate all aspects of businesses as they apply to sports with an emphasis on strategy, management, marketing and finance.

MBAD-705
International Business Seminar
3 credits (E)

This course provides a cross-cultural perspective for conducting business outside of the United States. Students will gain a better appreciation of how culture, history, and politics influence organizational dynamics, transactions and business customs. Prerequisite: Completion of MBA core courses.

MBAD-730
Economic Analysis and Decision Making
3 credits (AC)

Focuses on using economic methods for making managerial decisions affecting the value of the firm. Topics include demand analysis, production and costs, employment decisions, project evaluation, profit-volume analysis and pricing strategies under a variety of settings. The course emphasizes integration between economics, accounting, and finance. Prerequisites: Completion of MBA core courses and calculus.

MBAD-740
Financial Analysis and Decision Making
3 credits (AC)

Financial policies regarding acquisition and investment of long-term funds and capital structure decisions are discussed in detail. Topics include cash flow analysis, economic value added, capital budgeting, cost of capital, financial and operating leverage, financial forecasting, mergers and acquisitions, and multinational financial management. The interactions between accounting and finance are strongly emphasized and those between economics and finance are also discussed throughout the semester. Prerequisites: Completion of MBA core.

MBAD-760
Advanced Organizational Behavior
3 credits (AC)

A study of key individual, group and organizational processes. At the individual level, the focus is on identifying different personal styles that people bring to the workplace. The implications of different individual styles are then considered in a team context focusing on the processes of communication, influence, conflict and leadership. Finally, we examine the impact of organizational structure, culture, and change on workplace behavior. In order to integrate the individual, group, and organizational levels of study, the course emphasizes a team-based approach to learning. Prerequisite: Completion of MBA core courses.

MBAD-770
Marketing Analysis and Decision Making
3 credits (AC)

The purpose of the course is to provide the analytical skills required to understand complex marketing situations in order to develop and implement appropriate marketing strategies. The decision-making processes in the management of product planning, pricing practices, selection of channels of distribution and development of effective promotion programs are investigated. This involves identification and selection of appropriate target markets, the effective use of marketing research and recognition of organizational dynamics. The case approach is used to develop communication skills and further build team skills as students interact with peers in solving problems. Prerequisite: Completion of MBA core courses.

MBAD-780
Strategic Planning and Policy
3 credits (AC)
Deals with the analysis of the strategic process of studying and forecasting the external environment of the firm, assessing the present and future enterprise strengths and weaknesses, setting enterprise goals with recognition of personal and societal goals, and evaluating performance and progress toward those goals. Provides the student with an integrated view of the functional decisions and corporate strategy. Prerequisite: all other advanced core courses.

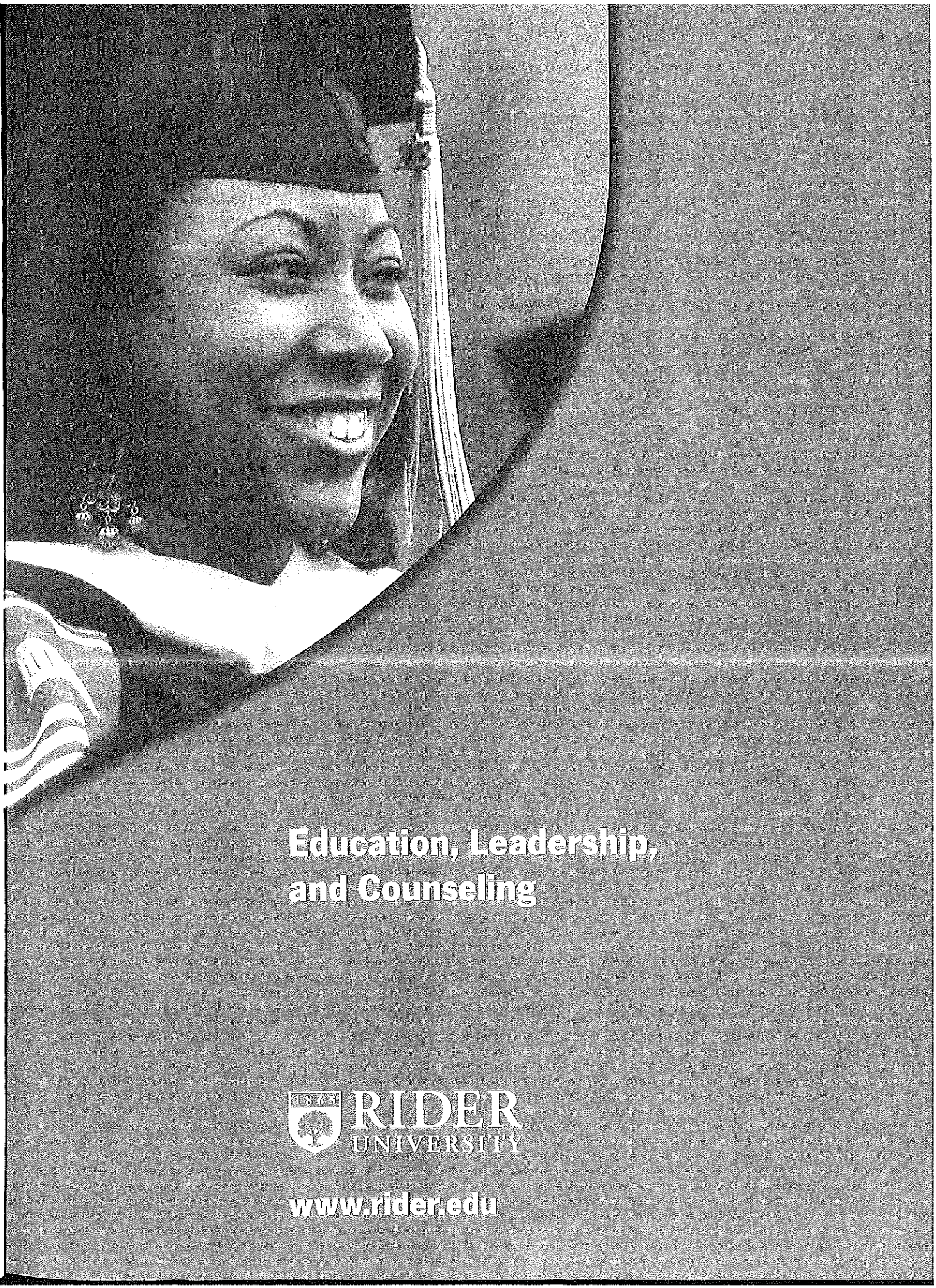
Executive Master of Business Administration (EMBA)

Please note: Descriptions for any courses not listed below may be found under the corresponding MBAD course number in the previous section. Also, note that since a key goal of the EMBA program is to emphasize application, the focus and method of delivery of the course content may vary.

EMBA-501
Quantitative Analysis for Business (Statistics)
This course covers basic statistical techniques useful in business decision-making. It includes descriptive statistics, event probability, random variables, sampling distributions, regression analysis and topics in statistical inference.

EMBA-502
Service and Production Management
This course covers the methods used for the efficient and effective operation of both manufacturing and service operations. Topics include product and process design, facility location, quality assurance, Just-In-Time systems, inventory management, supply chain management, decision analysis, project management, linear programming and forecasting. Service management topics include service encounters, service design and measurement of service productivity. Prerequisite: EMBA-501.

EMBA-715
International Business Seminar with Travel Experience
The purpose of this course is to examine the intricacies of conducting business internationally. With each offering, the course will focus on parts of the world where emerging economies are becoming influential players in international business. Examples of these emerging economies include China, South America, Argentina and Chile in particular, and Eastern Europe or Southeast Asia. The influence of external forces resulting from the socio-cultural, economic, technological and political aspects of the macro-environment will be examined. The competitive environment will be examined from the perspective of both multinational and domestic corporations. Finally, consideration will be given to the corporate level strategies and the functional operation of these corporations as they compete for market share, financial investment and human resources.


Education, Leadership,
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Education, Leadership, and Counseling

Calendar

Fall Semester 2008

September

3 / Wednesday
Classes begin
(Registration after first class meeting requires $50 late registration fee)

9 / Tuesday
Last day to add classes

16 / Tuesday
Last day to drop classes

October

1 / Wednesday
Matriculation application deadline
Graduate application deadline for graduation in December 2008
Comprehensive Examination deadline for fall 2008 exams

17 / Friday
4:30 p.m.
Registration begins for spring semester

21 / Tuesday
Last day to withdraw from classes with student discretion

November

8 / Saturday
Comprehensive Exams

18 / Tuesday
Last day to withdraw from classes with consent of instructor

26–28 / Wednesday–Friday
Thanksgiving recess

December

11 / Thursday
Fall semester ends

Spring Semester 2009

January

23 / Friday
Deadline for makeup of fall semester incomplete grades
Last day to add classes

26 / Monday
Classes begin
(Registration after first class meeting requires $50 late registration fee)

February

6 / Friday
Last day to drop classes

15 / Sunday
Matriculation application deadline
Graduate application deadline for graduation in May 2009
Comprehensive Examination application deadline for fall 2009 exams

March

13 / Friday
Last day to withdraw from classes with student discretion

13–22 / Friday–Sunday
Spring recess

23 / Monday
Classes resume

28 / Saturday
9 a.m.–1 p.m.
Comprehensive Examination

April

17 / Friday
Last day to withdraw from classes with consent of instructor

May

7 / Thursday
Spring semester ends

14 / Thursday
Commencement

Summer Session 2009

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.

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 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, 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.

Synopsis of the School of Education Conceptual Framework

Fostering

The goal of the School of Education at Rider University is to foster continuous growth in our students by providing an environment in which it is safe to experiment, take risks, and make mistakes without sacrificing professional or academic rigor. Our goal is to foster this growth by faculty modeling of desirable behaviors; by providing a balance of classroom learning and supervised field experience; by providing opportunities for on-going independent and supported reflection on practice; and by encouraging novice and experienced educators to develop attitudes and behaviors that will support their professional growth.

Commitment

Commitment is a value highly prized by the School of Education, serving as an essential cornerstone for our teaching and learning. Commitment is a set of connected attitudes, values, and beliefs that results in professional behaviors expected of dedicated educators. In teaching and practice the faculty models these professional behaviors and encourages and expects their development in our students and graduates.

Knowledge

In the School of Education, we emphasize both content and pedagogical knowledge as we prepare our students. We design classroom and field experiences to help students learn this knowledge and apply it in practice. Students are expected to use their technological expertise as a tool in learning and to reference relevant standards when either planning for or reflecting on their own classroom work, as well as that with their own students or clients.

Reflection

The School of Education defines reflection as the process of thinking clearly and deliberately to promote understanding and to actively foster the exercise of in depth thinking about professional practice. We believe that reflection, grounded in active experience, has value for developing educators, when practiced consistently, and systematically through such activities as classroom observation, continuous self-assessment, and journal writing.

Professionalism

Becoming an expert professional educator requires a career-long commitment to reflective experimentation and skill building. Novice and experienced educators enrolled in the School of Education are on a career-long path toward professionalism and are not viewed as totally developed and experienced professionals upon graduation. Our goal is to encourage students to become thoughtful, creative problem-solvers as they begin and refine the acquisition of craft and knowledge in their ongoing journey toward higher levels of professional success.

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 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 Credits: 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 advisor 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 review. Exceptions may be granted by the advisor 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 advisor 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.

Guidelines for Transfer of Credits for M.A. 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 advisor.
4. Course syllabi for transfer requests must be provided.
5. Decisions for accepting courses for transfer credit will be made by the program advisor 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; curriculum, instruction and supervision; educational administration; organizational leadership; reading/language arts; 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 M.A. 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 advisor 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.

Programs of Study

Degrees and Certifications Offered

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

- Counseling Services
- School Psychology

The M.A. degree is offered in the following areas:

- Counseling Services, page 30
- Curriculum, Instruction and Supervision, page 32
- Educational Administration, page 34
- Organizational Leadership, page 36
- Reading/Language Arts, page 37
- Special Education, page 38
- Teaching, page 40

In addition, the graduate 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:

- Business Teacher
- Director of Counseling Services
- Elementary Teacher (K–5)
- English as a Second Language (ESL)
- English Teacher
- Mathematics Teacher
- 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
- 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

Educational Specialist Degrees

The Educational Specialist (Ed.S.) is an advanced terminal degree beyond the master's level. The Ed.S. in counseling services meets the Licensed Professional Counselor (LPC) educational requirements for New Jersey and Pennsylvania. 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.

Guide to Programs

If you are interested in	See section on
• Counseling • Community Counselor • School Counselor (Elem./Sec.) • Licensed Professional Counselor • Director of Counseling Services	Counseling Services (page 30)
• School Psychologist	Educational Specialist in School Psychology (page 28)
• Curriculum Specialist • Supervisor of Instruction (K–12 including business education and subject specialties)	Curriculum, Instruction and Supervision (page 32)
• Educational Administrator • Principal • School Business Administrator	Educational Administration (page 34)
• Reading Specialist	Reading/Language Arts (page 37)
• Special Education Teacher of Students with Disabilities	Special Education (page 38)
• Business Teacher • Elementary Teacher • English Teacher • English as a Second Language Teacher • Mathematics Teacher • Preschool-Grade 3 Teacher • Reading Teacher • Science Teacher • Social Studies Teacher • World Languages Teacher	Graduate Level Teacher Certification (page 41)
• Teacher-Coordinator of Cooperative Vocational-Technical Education	Teacher-Coordinator of Cooperative Vocational-Technical Education (page 43)
• Leadership in Healthcare • Leadership in Information Technology • Leadership in Higher Education • Leadership in Counseling-Related Services • Leadership in Communication	Organizational Leadership (page 36)
• Teacher Development and Professional Advancement	Master of Arts in Teaching (page 40)

Educational Specialist in Counseling Services
(66 semester hours)

Program Description
The Educational Specialist (Ed.S.) is an advanced terminal degree beyond the master's level. The Ed.S. in counseling services meets the Licensed Professional Counselor (LPC) academic requirements for New Jersey and Pennsylvania.

There are three concentrations: school counseling; community counseling and director of 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 be eligible to become licensed as an Approved Clinical Supervisor by the National Board for Certified Counselors (NBCC).

Admission Requirements
Admission into the program occurs in the summer, fall and spring semesters. For admittance in 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-Rider or non-CACREP approval program graduates.
4. Review and consideration for matriculation into the program occurs after completion of nine (9) credits at Rider University; to be matriculated, a minimum of 3.3 GPA.
5. 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 Community Counseling (Community)
COUN-510	Approaches to Family Counseling
COUN-515	Substance Abuse Counseling
COUN-516	Co-Dependency and Treatment
COUN-525	Gender Issues in Counseling
COUN-535	Holistic Wellness Counseling

Course No.	Course Title
COUN-600	Independent Study and Research in Counseling Services
COUN-660	Counseling Supervision: Issues, Concepts and Methods
CNPY-503	Psychological Development of the Adult and Aging
CNPY-510	Counseling with Children, Adolescents, and Their Families
CNPY-515	Consultation in School and Agency Settings
CNPY-516	Advanced Psychopathology
CNPY-518	Counseling with Children, Adolescents and Their Families
CURR-531	Curriculum Development and Design
EDAD-501	Educational Leadership and Organizational Theory
EDAD-505	Concepts of Instructional Supervision
EDPS-502	Psychological Development of the Child and Adolescent
EDSO-501	Foundations of School Counseling: Referral Sources for Clients and Special Needs Students
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 eleven 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 Effective Instruction and Development of Cognitive/Academic Skills
- 2.4 Socialization and Development of Life Skills
- 2.5 Student Diversity in Development and Learning
- 2.6 School and Systems Organization, Policy Development and Climate
- 2.7 Prevention, Crisis Intervention, and Mental Health
- 2.8 Home-School-Community Collaboration
- 2.9 Research and Program Evaluation
- 2.10 School Psychology Practice and Development
- 2.11 Information Technology

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 March 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:

Students entering with only a bachelor's degree

1. An undergraduate degree with a minmum GPA of 2.75 (on a 4.0 scale).
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 950 OR a MAT score at or above the 45th percentile.
4. Interview with program faculty.
5. A written statement of learning goals.

Students entering with an advanced degree

1. A minimum GPA of 3.25 (on a 4.0 scale).
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 950 OR a MAT score at or above the 45th percentile.
4. Interview with the 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 June 15th 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 coordinator.

Course Requirements for an Ed.S. in School Psychology

Foundations of Education and Human Behavior
(21 hours)

Educational Foundations
(9 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 hours)

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

Professional Core: School Psychology Practice
(37 hours)

Assessment and Intervention
(18 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: Intelligence and Cognitive Abilities (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 Assessment of Intelligence (100 hours) (1)
EDPS-582	Practicum in Social-Emotional Needs (100 hours) (1)
EDPS-584	Practicum in Curriculum-Based Measures (100 hours) (1)

Consultation
(4 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 hours)

EDUC-500	Introduction to Research (3)
EDPS-521	Statistics and Quantitative Data Analysis (3)

Professional Practice
(9 hours)

EDPS-513	Professional Practice of School Psychology (3)
EDPS-590	Internship in School Psychology I (600 hours) (3)
EDPS-591	Internship in School Psychology II (600 hours) (3)

Electives
(9 hours)

Education and Treatment of Students with Special Needs
(3 hours)

SPED-539	Instructional Practices for Students with Mild Disabilities (3)
or	
SPED-535	Instructional Practices for Students with Severe Disabilities (3)

Counseling Psychology
(6 hours)

COUN-550	Counseling Techniques Laboratory (3)
CNPY-518	Counseling Children and Adolescents: Diagnosis and Treatment (3)

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.

Re-specialization as a School Psychologist

This program is designed for the doctoral level psychologist who wishes to seek certification as a school psychologist. The applicant's record and experiences are assessed in terms of national certification requirements to determine his/her specific course of study.

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 seven programs for the master's degree: Counseling Services; Curriculum, Instruction and Supervision; Educational Administration; Organizational Leadership; Reading, 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 33–48 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;
- Maintain a grade point average of B (3.0) or better for work submitted for the master's degree; 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.

Master of Arts in Counseling Services

(48 semester hours)

Program Description

This master's degree provides two program options. Both programs are accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP).

Individual advising, small classes and engagement in carefully selected fieldwork experiences help students prepare for a variety of career goals as professional counselors. All students are required to participate in group activities and in self-exploration. Computer literacy is expected and will be essential in the following courses: COUN-505 and EDPS-520.

All counseling services degree candidates must purchase professional liability insurance.

School Counseling

Designed to prepare school counselors for secondary and elementary schools, this program has been approved for certification by the New Jersey State Board of Education and meets the certification requirements in most other states. The program's emphasis is on developmental counseling.

Community Counseling

This program prepares professionals for counseling positions in higher education, rehabilitation hospitals, medical centers, mental health agencies, industry, private practice, and other community settings. The course of study meets the core requirements of the National Board of Certified Counselors (NBCC). Within this option, students may choose a concentration in higher education student services.

Admission Requirements

Admission into the program occurs in the summer, fall and spring semesters. For admittance in the fall semester, applications must be received by April 1, for summer semester 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 (with the exception of GRE and MAT results) 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 compatability 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).

Applicants who are unable to submit these scores as part of their application may be granted conditional admission by the program faculty. Such conditionally admitted students must fulfill this requirement by the time they complete nine (9) credits at Rider University.

Students who fail to fulfill this requirement shall not be permitted to continue taking courses in the M.A. in counseling services program until their GRE or MAT scores are reviewed and evaluated by program faculty. 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

(48 semester hours)

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

School Counseling

GROUP I

(33 semester hours)

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

GROUP II

(6 semester hours)

Course No.	Course Title
EDPS-520	Measurement, Tests and Assessments in Counseling
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 Special Needs Students
EDSO-510	Sociological and Cultural Foundations of Education

GROUP IV

(3 semester hours)

Three (3) credit hours of free electives must be taken. These free electives are to be taken with permission of the program advisor. No elective is to be taken prior to COUN-500 without permission from a program advisor. Special note should be made of electives having prerequisites.

Community Counseling

(48 semester hours)

GROUP I

(33 semester hours)

Course No.	Course Title
COUN-500	Introduction to Counseling Services
CNPY-502	Counseling Psychology Theories
COUN-550	Counseling Techniques Laboratory
COUN-503	Group Counseling
COUN-505	Vocational/Career Development
COUN-508	Foundations of Community Counseling
COUN-520	Multicultural Counseling and Relationship Development
COUN-530	Legal and Ethical Issues in Counseling and Psychotherapy
COUN-585	Individual Counseling Practicum
or	
COUN-586	Group Counseling Practicum
COUN-590	Internship in Counseling Services I
COUN-591	Internship in Counseling Services II

GROUP II

(6 semester hours)

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

GROUP III

(6 semester hours)

Course No.	Course Title
EDPS-503	Human Growth and Development
CNPY-514	Psychopathology

GROUP IV

(6 semester hours)

Six credit hours of free electives must be taken. These free electives are to be taken with permission of the program advisor. No elective is to be taken prior to COUN-500 without permission from a program advisor. Special note should be made of electives having prerequisites.

For a concentration in Student Affairs in Higher Eduction, students would take the following in place of six (6) credits of electives:

Course No.	Course Title
EDUC-530	Introduction to Student Affairs in Higher Education
EDAD-525	Introduction to Higher Educational Administration

For a concentration in Probation and Parole Counseling, students would take the following in place of six (6) credits of electives:

Course No.	Course Title
PPCS-501	Sociology and Psychology of Crime and Delinquency
PPCS-510	Seminar in Probation and Parole Counseling Services

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.

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.

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.

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.

Master of Arts in Curriculum, Instruction and Supervision

(36 semester hours)

Program Description

This degree program seeks students who wish to develop their instructional leadership capacities in educational settings. The 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 an effective instructional program, managing resources for a safe 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 program prepares students for formal instructional supervisory roles by emphasizing the knowledge, skills and dispositions needed to assume leadership responsibilities for school and district-wide improvement initiatives. The program also serves those students who seek a graduate program that will develop their professional capacities as teacher-leaders. Increasingly teachers are called upon to play a leadership role in the following areas: 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 through a variety of in-service programs; and to promote a positive climate and culture for learning.

A Leadership Growth Projects Portfolio will be submitted to document the continuous and sustained accomplishments of the candidates in the appropriate work setting. All students will be given an opportunity to practice and develop their supervisory leadership skills in a culminating internship experience. Upon completing the program, graduates will qualify for the New Jersey Instructional Supervisor Certificate.

Students seeking to qualify as a school principal should enroll in the M.A. in Educational Administration.

Application 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 instructional supervision.
5. An interview with the program coordinator and a recommendation for acceptance into the degree program.

Degree Requirements

Degree requirements reference the Standards of the National Policy Board for Educational Administration, utilized by the Educational Leadership Constituent Council (ELCC):

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 Consortium, and the candidate proficiencies developed by the Educational Leadership Constitutient Council.
3. Develop and refine the personal leadership platform statement throughout the program.
4. Complete a nine to twelve hour standards and outcome-based growth project in each class and a 150 hour "capstone internship" in the final Seminar and Practicum Supervision course.
5. Complete all course and program requirements.
6. Submit the Leadership Growth Projects portfolio.
7. Pass the required comprehensive examination in Curriculum, Instruction and Supervision.
8. Complete a comprehensive and sustained internship throughout enrollment in the program.

Course Requirements
(36 semester hours)

Group I—Core Courses
(24 semester hours)

AREA 1: CURRICULUM AND INSTRUCTION SEQUENCE
(12 semester hours)

Course No.	Course Title
CURR-531	Curriculum Development and Design
CURR-532	Strategies for Curriculum Change
CURR-538	Curricular and Instructional Improvement
CURR-548	Curriculum and Instruction for Diverse Learners

AREA 2: SUPERVISION AND ADMINISTRATION SEQUENCE
(12 semester hours)

Course No.	Course Title
EDAD-505	Supervision for Improved Instruction and Learning
EDAD-507	Education and the Law
EDAD-510	Seminar and Practicum in Supervision
EDAD-511	Group Processes in Supervision

Group II—Research and Educational Foundations Courses
(6 semester hours)

AREA 1: RESEARCH
(3 semester hours)

Course No.	Course Title
EDAD-521	Research and Data-Based Decision Making in Education

AREA 2: FOUNDATIONS OF EDUCATION
(3 semester hours)

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

Group III—Electives
(6 semester hours)

Course No.	Course Title
BSED-504	Curriculum Strategies and Evaluative Concepts in Business Education
BSED-506	Administration and Supervision of Business and Vocational Education
BSED-519	Directed Study and Research in Business Education
BSED-525	Dynamics of the American Free Enterprise System
BSED-530	Emerging Instructional Strategies in Business Education
CURR-533	Elementary School Curriculum
CURR-534	Secondary School Curriculum
CURR-535	Theory and Practice of Bilingual Education
CURR-536	Special Studies in Curriculum, Instruction and Supervision
CURR-537	Early Childhood Curriculum Models and Methods
CURR-544	Modern Developments in the Teaching of Foreign Languages
CURR-545	The Middle School Curriculum
CURR-546	Practicum in Classroom Inquiry
CURR-547	Practicum in Classroom Learning
GLTP-510	Curriculum and Teaching in the Elementary School I
GLTP-515	Curriculum and Teaching in the Elementary School II
GLTP-520	Curriculum and Teaching in Secondary Schools
CURR-600	Independent Study and Research in Curriculum, Instruction and Supervision
EDAD-501	Educational Leadership and Organizational Theory
EDAD-513	Human Resources Leadership in Educational Settings
EDAD-515	Mentoring Beginning Teachers
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
READ-501	Psychology and Pedagogy of the Reading/ Language Arts Process
READ-502	Curriculum, Instruction and Supervision in Reading/Language Arts Process
READ-503	Content Reading in High School, College and Continuing Education
READ-507	Survey of Curriculum and Materials in Reading/ Language Arts
READ-508	Literacy and the Bilingual/Bicultural Child
READ-510	Foundations of Linguistics and Psycholinguistics
READ-511	Research into and Survey of Literature for Children
READ-512	Adolescent Literature
SPED-514	Positive Behavior Support

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 coordinator.

Course Requirements

Curriculum Development Requirements
(6 semester hours)

Course No.	Course Title
CURR-531	Curriculum Development and Design
CURR-532	Strategies for Curriculum Change
or	
CURR-538	Curricular and Instructional Improvement

Staff Supervision Course Requirement
(3 semester hours)

Course No.	Course Title
EDAD-505	Supervisory Leadership for Improved Instruction and Learning (Required)

Supervision Practicum Requirement

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

Master of Arts in Educational Administration
(36 semester hours)

Program Description

The programs in Educational Administration at Rider University prepare candidates for leadership positions at different administrative levels in elementary and secondary schools, colleges and related educational organizations. 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. Both 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 fulfulling all mentorship experiences after graduation are requirements to achieve permanent certification as a school administrator 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 school administrator.

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. A recent code change in New Jersey now requires a master's degree for the state 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.

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 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 coordinator 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 coordinator 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 150 hour "capstone internship" in the Seminar/Practicum in Educational Leadership.
6. Submit the Leadership Growth Portfolio Project.
7. Pass the required comprehensive examination in educational administration;
8. Complete a comprehensive standards-based self-assessment.

Administration and Supervision Degree Program (Option I Sequence)

The Master of Arts in Educational Administration 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) concludes the program.

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	Research and Data-Based Decision Making 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	Supervision for Improved Instruction and Learning
EDAD-511	Group Process in Supervision

Group III—Curriculum and Instruction
(9 semester hours)

Course No.	Course Title
CURR-531	Curriculum Development and Design
CURR-538	Curricular and Instructional Improvement
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 Administration and Supervision (Principal Certificate)

The Certificate of Advanced Study in Educational Administration 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 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 Processes in Supervision
EDAD-514	School Finance and Fiscal Management
EDAD-521	Research and Data-Based Decision Making in Schools
EDAD-591	Seminar/Practicum in Educational Leadership (fall)
EDAD-592	Seminar/Practicum in Educational Leadership (spring)

School Business Administration (Option II Sequence)

(36 semester hours)

The Master of Arts in Educational Administration, 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).

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	Research and Data-Based Decision Making 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-532	Strategies of Curriculum Change
EDAD-511	Applying Group Processes in Supervision

Group III—School Business Administration
(9 semester hours)

Course No.	Course Title
EDAD-508*	Leadership in School Business Administration
EDAD-509*	School Fiscal 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 six 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.

Required Courses in the Certificate Sequence

EDAD-501	Educational Leadership and Organizational Theory
EDAD-507	Education and the Law
EDAD-508	Leadership in School Business Administration
EDAD-509	School Fiscal 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)

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, communication, healthcare, 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;
- Build and lead cross-functional teams (through coaching and mentoring), as well as develop and retain organizational talent;
- Communicate effectively and persuasively within all levels of an organization;
- Write and think more critically;
- Develop conflict resolution and mediation skills; and
- Understand how to utilize information 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 Healthcare Administration;
- Leadership in Information Technology;
- Leadership in Higher Education;
- Leadership in Counseling-Related Services;
- Leadership in Communication.

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 an internship/practicum unless admitted with a year of leadership experience in the concentration area;
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: Internship in Organizational Leadership is required of all students who do not have at least one year of work experience in their chosen area of concentration.

Course No.	Course Title
LEAD-500	Introduction to Organizational Leadership
LEAD-510	Organizational Communication
LEAD-530	Leading and Motivating in a Cross-Functional Leadership Role
LEAD-540	Information and Financial Resources in Organizations
LEAD-550	Organizational Research
LEAD-560	Legal Issues, Ethics, and Conflict Resolution in Organizations
LEAD-570	Internship 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 Healthcare Administration
Program Goal: Prepare graduates with a comprehensive understanding of the health care industry from a business perspective so that they are equipped for the complexities and opportunities a career in the field entails.

Select four of the following courses:

Course No.	Course Title
MBAD-618	Healthcare Information Systems
MBAD-638	Healthcare Economics
MBAD-648	Healthcare Finance
MBAD-668	Healthcare Marketing
MBAD-688	Healthcare Law
MBAD-698	Selected Topics: Healthcare Management

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
MBAD-511	Information Systems
and	
Select three of the following courses:	
MBAD-610	Datamining
MBAD-611	Electronic Commerce
MBAD-618	Healthcare Information Systems
MBAD-616	Selected Topics in CIS—Project Management
MBAD-616	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 Community Counseling
CNPY-514	Psychopathology
COUN-515	Substance Abuse Counseling
COUN-530	Legal and Ethical Issues of 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 Educational 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 in Communication
Program Goal: Prepare graduates to be more effective professionals by enhancing their ability to address communication challenges in any organizational setting.

Course No.	Course Title
COM-563	Digital Media Communication
COM-564	Communication and Diversity in the Workplace

(Additional courses forthcoming)

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/Language Arts
(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 considered one of the best in the world. 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 coordinator.

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 Process
READ-502	Curriculum, Instruction and Supervision in Reading/Language Arts
READ-503	Content Reading in High School, College and Continuing Education
READ-504	Diagnosis of Reading/Language Abilities and Disabilities: Seminar and Practicum
READ-505	Supervised Practicum/Clinical Work in Reading/Language Arts
READ-508	Reading and the Bilingual/Bicultural Child
READ-509	Advanced Supervised Practicum/Clinical Work in Reading/Language Arts
READ-600	Independent Study and Research in Reading/Language Arts

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

And one of the following:

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/Language Arts

Group V—Educational Psychology
(3 semester hours)

Course No.	Course Title
EDPS-512	Psychology of Exceptionality

Master of Arts in Reading/Language Arts 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 language arts 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.

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 100 hours of field experience.
5. Students must successfully pass a comprehensive examination covering knowledge and skills related to the field of special education.
6. Satisfaction of all requirements for matriculated status. Students may apply for matriculation when they have completed 9–15 credits in the program.

Applicants for matriculation will be considered based on academic progress and demonstration of professionalism.

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. Special education courses in Group 2 (Core Courses) must be completed in the order listed. Based upon a review of previous coursework by their advisor, students entering with an undergraduate degree in special education and certification, as a teacher of students with disabilities or teacher of the handicapped may be able to waive up to 9 credits.

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 (Prerequisites: SPED-512, SPED-514)
SPED-525	Transition to Adult Life (Prerequisites: SPED-512, SPED-514)
SPED-531	Assessment for Instruction in Special Education (Prerequisites: SPED-512, SPED-514)
SPED-535	Instructional Practices for Children with Severe Disabilities (Prerequisite: SPED-531)
SPED-539	Instructional Practices for Children with Mild Disabilities (Prerequisite: SPED-531)
SPED-540	Collaboration, Consultation, and the Inclusive Classroom (Prerequisites: SPED-512, SPED-514)
SPED-542 or READ-502	Literacy and Students with Special Needs Curriculum, Instruction, and Supervision of the Reading/Language Arts Process

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
EDPS-508	Psychology of Cognitive Processes of Learning
CURR-531	Curriculum Development and Design
CNPY-514	Psychopathology
ECED-507	Emergent Literacy P-3
ECED-522	Observation and Assessment in Early Childhood Education
SPED-580	Supervised Internship in Early Childhood Education (Prerequisites: SPED-512, SPED-514, SPED-523, SPED-525, SPED-531, SPED-535 and SPED-539)

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.

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 (Prerequisite: SPED-512, SPED-514)
SPED-525	Transition to Adult Life (Prerequisite: SPED-512, SPED-514)
SPED-531	Assessment for Instruction in Special Education (Prerequisite: SPED-512, SPED-514)
SPED-535	Instructional Practices for Children with Severe Disabilities (Prerequisite: SPED-531)

Capstone Course

(3 semester hours)

Course No.	Course Title
SPED-539	Instructional Practices for Children with Mild Disabilities (Prerequisites: SPED-512, SPED-514, SPED-523, SPED-525, SPED-531 and SPED-535)

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	Psychology of Cognitive
PROCESSES AND LEARNING	
CURR-531	Curriculum Development and Design
CNPY-514	Psychopathology
ECED-507	Emergent Literacy P–3
ECED-522	Observation and Assessment in Early Childhood Education

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 (MATG)

(36 semester hours)

Program Description

The MAT degree program offers practicing teachers the opportunity to acquire, enrich, and expand their professional knowledge so they will become effective agents for positive change in their classrooms and schools. Each MAT student will engage in critical reflection and research on his or her own teaching practice. The MAT program is highly individualized allowing candidates to tailor their own courses of study that blend pedagogy and discipline content knowledge. The cours of study is comprised of three complementary strands: 1) psychological, social, and philosophical foundations of education, 2) pedagogical content knowledge, and 3) content knowledge. Secondary and elementary teachers will feel equally at home with the flexibility that the MAT program affords in selecting electives from a wide range of disciplines.

Admission Requirements

The candidate must be a practicing pre K–12 teacher for entry into the MAT program. It is recommended that the candidate has a minimum o two years teaching experience. The candidate's current teaching situatio will serve as the location for the candidate's action research project. In addition, the following admissions requirements must be satisfied.

1. A completed application form, with a nonrefundable application fe
2. Full teacher certification;
3. Currently holding a full-time teaching position;
4. A minimum of two years employed as a practicing teacher;
5. A minimum 2.75 undergraduate GPA, and 3.0 graduate GPA, is required for admissions;
6. Official transcripts from all colleges and universities attended;
7. Two letters of recommendation. At least one letter of recommendation from a district or school administrator, or an immediate supervisor or team leader; and,
8. An interview with the program coordinator.

Degree Requirements

1. Meet general master's degree requirements;
2. Complete all course and program requirements;
3. Satisfy matriculation requirements in accordance with established procedures; and
4. Successfully complete the program exit requirement(s).

Course Sequence

Group I—Educational Foundations

(9–12 semester hours)

CURRICULUM, INSTRUCTION, AND ASSESSMENT SEQUENCE

(3 to 6 semester hours)

Course No.	Course Title
CURR-531	Curriculum Development and Design
CURR-532	Strategies for Curriculum Change
CURR-533	Elementary School Curriculum
CURR-534	Secondary School Curriculum
CURR-536	Special Studies in Curriculum, Instruction, and Supervision
CURR-537	Early Childhood Curriculum Models and Methods

Course No.	Course Title
CURR-538	Instructional Improvement
CURR-545	The Middle School Curriculum
CURR-548	Curriculum and Instruction for Diverse Learners
ME-694	Curriculum Development and Evaluation
SPED-514	Positive Behavior Support
SPED-525	Transition to Adult Life
SPED-535	Instructional Practices for Students with Severe Disabilities
SPED-539	Instructional Practices for Children with Mild Disabilities
SPED-540	Collaboration, Consultation, and the Inclusive Classroom

SOCIAL AND PSYCHOLOGICAL FOUNDATIONS SEQUENCE
(3 semester hours)

Course No.	Course Title
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 School and Society
GLTP-500	Conceptual Frameworks for Teaching and Learning
ME-692	History and Philosophy of Music Education
ME-695	Psychology for Music Teachers
READ-501	Psychology and Pedagogy of the Reading/Language Process
SPED-523	Inclusive Educational Practice

EDUCATIONAL RESEARCH SEQUENCE
(3 semester hours)

Course No.	Course Title
EDUC-500	Introduction to Research
EDAD-521	Research Strategies and Data-Based Decision Making for Educational Leaders
MATG-580	Action Research on Teaching and Learning
ME-685	Research in Music Education
READ-600	Independent Study and Research in Reading/Language Arts

Group II—Pedagogical Content Knowledge
(12 to 15 semester hours)

Course No.	Course Title
CURR-535	Theory and Practice of Bilingual Education
CURR-544	Modern Developments in the Teaching of Foreign Languages
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 and 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: Mathematics
GLTP-515	Curriculum Teaching Elementary School: Science, Social Studies and the Arts
GLTP-520	Curriculum and Teaching in Secondary Schools
MATG-551	Place Value Instruction: Navigating the Decimal Point
MATG-552	Curricular and Instructional Design for Fraction Understanding
MATG-559	Development of Mathematical Thinking
ME-540	Choir Training for Young Singers
ME-591	Choral Music: Grades 5–12
ME-681	Music in Elementary Education
ME-682	Music in Secondary Education
ME-693	Seminar in Music Education
ME-698	Teaching College
READ-502	Curriculum, Instruction and Supervision in Reading/Language Arts
READ-503	Content Reading in High School, College and Continuing Education
READ-508	Reading and the Bilingual/Bicultural Child
READ-510	Foundations of Linguistics and Psycholinguisitics
READ-511	Children's Literature
READ-512	Adolescent Literature

Group III—Electives and Practicum
(Minimum 12 semester hours)

Electives
(Minimum 9 semester hours)
Electives will be selected with the approval of the faculty advisor.

Practicum Sequence
(3 semester hours)

MATG-585	Practicum in Conducting Classroom Research
ME-680	Internship in Music Teaching
READ-505	Supervised Practicum/Clinical Work in Reading/Language Arts

Graduate-Level Teacher Certification Program

Program Description

The Department of Graduate Education, Leadership, and Counseling offers a graduate-level program suited for college graduates seeking the intial teaching certificate. The Graduate-Level Teacher Certification Program is appropriate for applicants who have a proven record of academic performance, who are committed to the ideals of the teaching profession and who 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 teaching internship requires full-time enrollment.

People 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, which 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, 111D) 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 12 of their course credits from the Graduate Level Teacher Preparation program into the 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:

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

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 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 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. All programs are 21 semester hours. All courses listed are three semester hours with the exception of GLTP-570, which is a nine-semester hours (full-tim student teaching in a school setting plus a periodic campus-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)
or	
GLTP-503	Curriculum and Instruction in Reading/Language Arts: Literacy and Learning in Content Areas (best for teachers of 5–12)
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-522	Observation and Assessment in Early Childhood Education
ECED-507	Emergent literacy P-3
ECED-540	Developmental Curriculum and Materials in Early Childhood Education
GLTP-570	Seminar and Internship in Teaching

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 Schoo
BSED-530	Emerging Instructional Strategies in Business Education
GLTP-570	Seminar and Internship in Teaching

Science 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
GLTP-506	Teaching Science in Secondary Schools
GLTP-570	Seminar and Internship in Teaching

English 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
GLTP-504	Teaching of English Language Arts in Secondary Schools
GLTP-570	Seminar and Internship in Teaching

Social Studies 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
GLTP-505	Teaching Social Studies in Secondary Schools
GLTP-570	Seminar and Internship in Teaching

Mathematics 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
GLTP-507	Teaching Mathematics in Secondary Schools
GLTP-570	Seminar and Internship in Teaching

World Language 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
EDUC-521	Teaching a Second Language
GLTP-570	Seminar and Internship in Teaching

English Language Learning (ELL) Education Certification

Course No.	Course Title
GLTP-520	Curriculum and Teaching in Middle/Secondary Schools
EDUC-521	Teaching a Second Language
EDUC-560 or READ-508	Educating and Evaluating the Bilingual Child / Literacy and the Bilingual/Bicultural Child

Elective in Multicultural Education

EDSO-510 or CURR-548	Social/Cultural Foundations / Issues in Special Needs and Multicultural Education
GLTP-570	Seminar/Internship in Teaching

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 these due dates. 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.

Course Descriptions

Business Education (BSED)

BSED-504
Curriculum Strategies and Evaluative Concepts in Business Education
3 credits
Designed to provide the student with effective curriculum strategies and evaluative concepts relative to business and office education programs in elementary, secondary, and post-secondary public and private schools. Students are acquainted with appropriate curriculum and evaluation models designed to plan, organize, implement, revise and assess instruction and programs. Improvement of curriculum and evaluation is the primary goal.

BSED-506
Administration and Supervision of Business and Vocational Education
3 credits
A study of the administrative and supervisory problems associated with business and vocational education at the local, county, state, and federal levels. Administrative and supervisory improvement strategies are explored. Major topics include: educational administrative structures; role of the supervisor of instruction; state and federal legislation; certification; personnel policies; ethical conduct; funding procedures; and public relations. Improvement of administration and supervision of business and vocational education is the primary goal.

BSED-508
Organizing and Administering Cooperative Work Experience Programs
3 credits
An overview of the current administrative and instructional strategies used in organizing and administering cooperative work experience programs at the secondary and post-secondary levels. Up-to-date concepts are reviewed relative to program approval, teacher coordinator certification, work agreements, labor laws, funding, reporting supervision of student learners, related instruction, student wages, and vocational student organizations. Current instructional materials are reviewed and evaluated. Improvement in the organization and administration of cooperative work experience programs is the primary goal.

BSED-509
Principles and Strategies of Vocational and Cooperative Education
3 credits
Designed as one of the specialized courses in the preparation of business and marketing education teachers and teacher-coordinators of cooperative work experience programs. The philosophy and history of education for and about work, including technology, are studied along with the principles and strategies for organizing and administering vocational cooperative education programs. Developmental/reflective evaluative techniques will be applied for the assessment of self, students, instruction and selected case studies. Current instructional concepts, organizational and administrative strategies, legislative enactments, and regulations pertaining to the employment of youth are included. Special attention is given to the role of vocational student organizations and advisory committees.

BSED-519
Directed Study and Research in Business Education
1–3 credits
Provides the student with an opportunity to complete a project, resolve a problem, or pursue a major activity that will make a contribution to the teaching profession in business or marketing education. Each participant, under the supervision of a senior faculty member, follows a planned sequence of professional activity that culminates in a completed written project. Professional teacher development is the primary goal.

BSED-521
Issues and Trends in Information Processing
3 credits
A state-of-the-art experience relative to the instructional field of information processing. Students are acquainted with up-to-date research on equipment, instructional strategies, business applications, employment opportunities and evaluative practices. The classroom/laboratory phase of instruction provides an opportunity to receive acquaintance-level instruction on modern word and data processing equipment. Professional teacher development and improvement of instruction in information processing are the primary goals. Prerequisite: 4 credits in keyboarding and/or computer applications.

BSED-530
Emerging Instructional Strategies in Business Education
3 credits
Emphasis is placed on the enhancement of teaching effectiveness in business education as emerging instructional strategies are reviewed and studied. Special attention is devoted to the new technology and its use in business education while focusing attention to the present and future needs of the employer. Current instructional materials are presented and utilized. Master practicing business education teachers will augment the instructor's presentations.

Communication (COMM)

COMM-563
Digital Media Communication
3 credits
This course will look at the digital technologies that make up the new world of digital convergence. The course will examine the effects of digital media convergence on social life, ethics, industry, and local and global communities through a variety of theories and paradigms. This course will also help students develop necessary digital media production skills and use them critically to solve media development problems.

COMM-564
Communication and Diversity in the Workplace
3 credits
The culture of work, like society, is multicultural. More than ever, today's organizational leaders, including CEOs, managers and supervisors, must understand how to use diversity and cultural communication principles and strategies to effectively nurture and promote a culturally diverse workforce. This course helps organizational leaders understand how gender, ethnic, religious, and other social and cultural differences affect the workplace, and how to effectively harness those differences towards maintaining a workplace that promotes good employee relationship, and ultimately, good productivity for the organization.

Counseling (COUN)

COUN-500
Introduction to Counseling Services
3 credits
Educational, social, and psychological foundations of counseling services. Basic theories, principles, and techniques of counseling and their applications to professional services. Emphasizes self-awareness as related to becoming a facilitator of helping skills. The team approach to counseling services and the contribution of the various specialties within the total counseling services program are stressed.

COUN-503
Group Counseling
3 credits
Analyzes the historical development of group treatment methods, theories, practices, methods for appraising outcomes of treatment, and research findings. Includes critiques of recordings, demonstrations, and students' own group experiences as counseling group members. Prerequisites: COUN-500, CNPY-502.

COUN-505
Vocational/Career Development
3 credits

Preparation for planning and presenting vocational/career development programs at all levels. Analyzes vocational development theories, research, and the literature in the field. The problems and techniques of presenting and using occupational and career information, educational planning, vocational planning, and individual and group processes are stressed. Includes concepts of career/life planning and counseling techniques, lifespan transitions, and the interrelationships among work, family, and other life roles. Computer literacy is required in this course.

COUN-508
Foundations of Community Counseling
3 credits

This course will provide the foundation of community counseling including roles, policies, history, diversity, systems, programs, interventions, fiscal issues, community resources, consultation, advocacy, and assessment that are unique to community counselors. Projects include searching for government and foundation funding, writing a grant proposal, developing a resource directory, visiting and writing reports evaluating community agencies. This course also meets Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards for Community Counseling Programs.

COUN-510
Approaches to Family Counseling
3 credits

Presents a basic understanding of major approaches of family counseling. Family counseling approaches covered include structural, systems, Ackerman, Satir, and analytical. These approaches are presented as related to major problem centered family concerns--child-rearing concerns, alcohol, drugs, child abuse, dysfunctional marriage, divorce, etc. Emphasizes self-awareness as related to family development. Prerequisite: COUN-500, CNPY-502, or permission of instructor or advisor.

COUN-515
Substance Abuse Counseling
3 credits

Analyzes the development, intervention, and treatment of drug abuse and alcoholism. Designed to assist counselors in identifying drug abuse and alcoholism, examining the specialized approaches of counseling with these clients and reviewing the related elements; i.e., family participation, physical problems, effects on school or job, etc.

COUN-516
Co-Dependency and Treatment
3 credits

Analyzes the development, intervention and treatment of co-dependents. Designed to focus on the characteristics of co-dependency and how they were initiated in alcoholic families as well as other dysfunctional families. Symptoms will be discussed in terms of problems with intimacy, trust, eating disorders, assertiveness, love relationships and the differences among co-dependents. Specialized approaches to treating these areas will be discussed. (Classes will involve lecture, discussion and students will learn and experience group exercises for co-dependency treatment.) Prerequisite: COUN-515 or permission of instructor.

COUN-520
Multicultural Counseling and Relationship Development
3 credits

Introduces, examines, and critically analyzes and reflects upon major origins and dimensions of human similarities and differences. Explores and personalizes the social-psychological and behavioral implications of these similarities and differences. Examines issues of racism, reverse racism, age and handicapped discrimination, sexism, sexual orientation, etc., in the light of theories of individual and group identity development and the impact of these on, between and within group relationships. Each student is expected to utilize this knowledge for the development of healthy multicultural skills. A semester-long engagement in a multicultural interaction and a presentation of a multicultural discovery project are required.

COUN-525
Gender Issues in Counseling
3 credits

Examines the psychological, physiological, historical, and socio-cultural factors that affect the development of women and men across the life span and discusses implications for counseling. Focuses on relevant gender issues including gender bias and equity, misdiagnosis, self-esteem, depression, violence and sexual abuse, the feminization of poverty, and the importance of relationship for women. Presents an overview of feminist psychotherapy and explores the context of the behavioral, emotional and biological problems that impact on mental health. Also discusses the emerging men's movement and trends in counseling men; introduces gay and lesbian issues, the issues of minority women, and factors in counseling the HIV/AIDS client.

COUN-530
Legal and Ethical Issues in Counseling and Psychotherapy
3 credits

Examines and analyzes the legal, ethical, and professional parameters of counseling and psychotherapy. Discusses legal liabilities and malpractice cases arising from constitutional, tort, contract, family, privacy, and criminal laws. Examines client rights and counselor duties and responsibilities. Explores legal, ethical, and professional implications of third party payment, informed consent, medication, case documentation, client termination and abandonment. Advertisement of counseling services, crisis and case management, consultation and supervision, "duty-to-warn" and court appearances of an expert witness will be explored. Special attention will be given to child abuse reporting issues, dual relationships and to regional legal and ethical developments.

COUN-535
Holistic Wellness Counseling
3 credits

Based on current methods and research, students will explore holistic wellness (e.g., spirituality, self-direction, work and leisure, friendship, and love) positive psychology (e.g., hope, foregiveness, etc.), and human change from personal and interpersonal perspectives. Counseling Theories is a prerequisite.

COUN-550
Counseling Techniques Laboratory
3 credits

A basic laboratory pre-practicum for counseling services majors which provides opportunities for both observation of and participation in counseling activities. The purpose of this course is to provide students with their initial counseling experience under closely supervised conditions. The focus of this course is the development of basic counseling skills through an emphasis on techniques (basic and advanced listening and helping skills), strategy (the counseling process), and self development (the student as counselor) grounded in professional counseling theories. Prerequisites: COUN-500 and CNPY-502, or EDPS-513.

COUN-580
Elementary School Counseling Practicum
3 credits
A 100-hour supervised experience in counseling and consultation in an elementary school setting. Students will obtain a minimum of forty (40) contact hours with clients. The course will also provide an historical overview of the school guidance and counseling function. Current practices for assessing, organizing, implementing and evaluating school counseling services will be reviewed. Students will develop knowledge and skills in the development of primary, secondary, and tertiary interventions designed to promote the academic and social development of children of elementary school age. Students apply knowledge and skills developed in pre-practicum experiences in addressing the needs of school children. Prerequisite: To be taken semester prior to COUN-590.

COUN-581
Secondary School Counseling Practicum
3 credits
A 100-hour supervised experience in counseling and consultation in a secondary school setting. Includes seminar discussions, interview analyses, videotape observations, and individual supervision with the faculty supervisor. Provides the counselor-in-training with the opportunity to develop and practice skills and techniques necessary for the effective delivery of counseling services in the secondary school setting. Reviews current practices for assessing, developing, organizing, implementing, evaluating, and reflecting on counseling services as they address the special needs of secondary school students. Prerequisite: To be taken semester prior to COUN-590.

COUN-585
Individual Counseling Practicum
3 credits
A supervised experience in counseling and consulting techniques in mental health facility, community counseling agency, or college setting. Includes seminar discussions, interview analyses or audiotape/videotape observations, and individual supervision with the instructor. For the experienced counselor or the advanced counselor in training who desires to review and/or strengthen individual counseling and consulting techniques. A field placement of 100 hours is required with a minimum of 40 direct contact hours with clients. Students registering for this course should contact the instructor the semester prior to the course being offered. Prerequisite: To be taken semester prior to COUN-590.

COUN-586
Group Counseling Practicum
3 credits
A supervised experience in group counseling. Each student is expected to screen and select prospective clients and do group counseling for two groups of clients. Individual and group supervision is provided throughout the semester. Each student is expected to critique at least one audio recording each week with a fellow student. Besides making and critiquing audio recordings, students periodically are asked to make and critique video recordings of their group counseling sessions. Students registering for this course should contact the instructor the semester prior to the course being offered. Prerequisite: COUN-503 or permission of instructor or advisor.

COUN-590
Internship in Counseling I
3 credits
An internship that provides 300 hours of on-the-job experience, including all activities that a regularly employed staff member would be expected to perform. The internship placement is selected on the basis of the student's career goals. School and agency counselors who supervise interns determine the structure and the content of the internship in cooperation with the Rider supervisor. The approval and cooperation of the student's superintendent, principal, or other appropriate administrative personnel must be obtained the semester before the counselor candidate's internship is scheduled. Prerequisite: all other required course work must be completed or in progress and permission of the Rider supervisor must be obtained. Any exceptions must be approved by the instructor.

COUN-591
Internship in Counseling II
3 credits
The continuation of an internship that provides a 300-hour field experience including all activities that a regularly employed staff member would be expected to perform (n.b., a regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring). The internship placement is selected on the basis of the intern's career goals. School and agency counselors who supervise interns determine the structure and the content of the internship in cooperation with the faculty supervisor. The approval and cooperation of the intern's agency or school field supervisor must be obtained the semester prior to the actual placement. Prerequisite: COUN-590 and all other required course work must be completed or in progress and permission of the faculty supervisor must be obtained. Any exceptions must be approved by the faculty supervisor.

COUN-600
Independent Study and Research in Counseling Services
3 credits

COUN-660
Counseling Supervision: Issues, Concepts and Methods
3 credits
This course introduces and critically examines issues and concepts that arise in the supervision of counseling and psychotherap practitioners and trainees. Methods and techniques of supervision are presented to enable students to become knowledgeable and skilled providers of proficient clinical supervision. Psychotherapeutic, behavioral, integrative, systems, experiential, and developmental models of supervision are studied. The unique problems encountered in group, family, and couples counseling supervision are raised as well as legal, ethical, and multicultural issues. Administrativ and contemporary issues such as inter- and intra-agency supervision, inter-agency communication, record keeping, evaluation, an taping of counseling sessions are examined.

COUN-690
Internship in Counseling Specialty I
3 credits
This internship provides on-the-job clinical experience in approved settings. Placement is selected based on students' specialty area goals and must be approved by the faculty advisor the semester prior to actual placement. Students must also submit in writing a description of clinical activities available i the field site before the placement is approv Students will be required to attend a weekly seminar during which time each student wi present and/or discuss legal, ethical, multicultural, contemporary, and clinical issues i her/his specialty area.

Counseling Psychology

CNPY-502
Counseling Psychology Theories
3 credits
Introduces the theoretical constructs of the primary contemporary counseling psychology theories being used in the counseling profession today. The theoretical constructs will be explored for use for self-reflection an self-development and to serve as the basis for development of psychological maps for understanding purposes of clients' behavior Prerequisite: COUN-500.

CNPY-503
Psychological Development of the Adult and Aging
3 credits

Surveys psychological principles applied to counseling services with emphasis on developmental processes, individual differences, and mental health. Concepts and theoretical orientations to human adult development and transitions throughout the adult life span. The analysis, interpretation, and practical implications of significant research that has contributed most to the knowledge of human development of the adult and aging will be examined.

CNPY-514
Psychopathology
3 credits

A survey of the study of abnormal psychology. Includes classification, assessment, and treatment and prevention of psychopathology. Characteristics of healthy psychological functioning are examined. Biological, psychological, and sociocultural bases of well-adjusted and maladjusted behavior patterns are considered. Stress, anxiety, and milder forms of psychopathology are considered, as are more severe psychopathological conditions.

CNPY-515
Consultation in School and Agency Settings
3 credits

This course provides an introduction to school and agency based consultation theories and practices. Contemporary models of consultation are presented with students' emphasis on mental health, behavioral, and systems approach. In addition to the study of conceptual models, the development of skills in the consultation process in school and/or agency settings is emphasized. Students engage in behavioral consultations with consultees in approved placements.

CNPY-516
Advanced Psychopathology
3 credits

An in-depth study of psychopathology with emphasis on developmental and personality disorders, and physiological disturbances. Includes assessment, classification, and treatment with emphasis on utilization in a variety of counseling and school settings. Biological, pathological, pharmacological bases of mental disorders are introduced and discussed in relationship to specific disorder classifications. Prerequisite: CNPY-514 or permission of instructor.

CNPY-518
Counseling with Children, Adolescents, and Their Families
3 credits

This course will emphasize counselor and consultant behaviors that facilitate the helping process with children, adolescents, and their families. Information and activities will be provided that address age, ethnic, and developmental considerations in counseling children and adolescents. Issues and practices related to crisis intervention will be explored. Prerequisite: EDPS-503.

Curriculum, Instruction and Supervision (CURR)

CURR-531
Curriculum Development and Design
3 credits

This course will address the importance of philosophy, historical precedents, learning theory, developmental theory, emerging social trends and issues, and recent trends in content knowledge as bases for designing and developing the K-12 curriculum. The articulation of curriculum aims and goals, the development and selection of learning experiences, the organization of learning experiences, and plans for evaluating curriculum outcomes are used as steps for developing the curriculum. Students investigate the roles teachers, supervisors and administrators play in implementing curriculum designs in school settings. Students 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 Constitutient Council.

CURR-532
Strategies for Curriculum Change
3 credits

This course will examine organizational skills and knowledge necessary to effect curriculum development and change, K-12. The course will address the socio-political context of curriculum change along with alternative strategies for initiating, implementing and sustaining standards-based curriculum improvements. Topics of study include strategic planning, problem–solving strategies, needs assessments, curriculum alignment, program evaluation, staff development and the organization of staff members for collaborative deliberation and decision making as essential means for promoting successful curriculum change at all levels of schooling. Students 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 Constitutient Council. Prerequisite: CURR-531.

CURR-533
Elementary School Curriculum
3 credits

A review of principles, curriculum, and methodology in elementary education, examined in the framework of social, cultural, and psychological developments. Recent developments in theory and empirical knowledge are analyzed. Emphasizes developing the content and organization of an integrated curriculum with a concern for individual differences with provision for social environments best adapted to fulfill basic needs and interests. Prerequisite: CURR-531.

CURR-534
Secondary School Curriculum
3 credits

A survey of the changing aims and programs of the secondary school. General, specialized, vocational, and activity programs are discussed with an analysis and evaluation of recent curriculum developments and projects. Current issues and controversies, in addition to research findings affecting secondary curriculum, are studied. Prerequisite: CURR-531.

CURR-535
Theory and Practices of Bilingual Education
3 credits

Introduces the rationale and research as a basis for bilingual education as well as the varied and current approaches to implementing programs. Implications drawn from the social, psychological, and linguistic problems of bilingual learners are considered as they apply to the needs, goals, and issues of bilingual/bicultural programs.

CURR-536
Special Studies in Curriculum, Instruction and Supervision
3 credits

The content of this course varies for each offering. In-depth treatment of issues, problems, concerns, or developments in curriculum, instruction and/or supervision will be provided. Topics such as global education, teaching and learning styles, classroom management, etc., are announced in advance and serve as the focus of course content.

CURR-538
Curricular and Instructional Improvement
3 credits

This course establishes the implemented curriculum by establishing the relationship between curriculum goals and the instructional strategies needed to realize those purposes. Emphasis will be placed on analyzing and using various instructional models to meet the learning expectations embodied in curriculum goals and core curriculum content standards from pre-school to high school. Students will examine instructional strategies from the perspectives of assessing research findings on effective practices, realizing curriculum standards, adapting the classroom to diverse learner needs, establishing appropriate staff development agendas, and providing forms of supervisory support to optimize learning and achievement. Students 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 Constitutient Council. Prerequisite: CURR-531.

CURR-544
Modern Developments in the Teaching of Foreign Languages
3 credits

Curricular development and instructional strategies as they pertain to the foreign language classroom are explored. Includes a re-evaluation of the audio-lingual approach, individualized instruction, and the construction of learning packets, computerized instruction, English as a foreign language, in-service training, and the supervision of a foreign language department. Recently published materials are reviewed and attention given to motivating the language learner and teacher, stating goals and instructional strategies and methods of program evaluation.

CURR-545
The Middle School Curriculum
3 credits

Emphasizes the place of the middle school in modern American education. Considers the purpose, administrative problems, and practices related to the organization, operation, and programs of the middle school. Prerequisite: CURR-531.

CURR-546
Practicum in Classroom Inquiry
3 credits

This course is designed to promote reflective inquiry and decision-making about classroom instruction. Students identify a problem or concern arising out of their own classroom and investigate possible solutions through the aid of a peer coach. Students will use video and audio recordings, journal writing, individual and small group meetings, and library research to gain insights about and develop solutions to the identified problem. Permission of the instructor is required to enroll.

CURR-547
Practicum in Classroom Learning
3 credits

This course is designed to allow students to focus on individual and group learning by using the classroom as a basis for observation, insight and action. Through peer coaching, audio and video recordings, journal writing, individual and group meetings, directed readings, library research and the application of a variety of observation instruments, students will gain an understanding of classroom learning as a basis for improving instruction. The classroom will become a laboratory for testing hypotheses about learning problems and students will report on their findings.

CURR-548
Curriculum and Instruction for Diverse Learners
3 credits

This course will examine the curricular and instructional issues that educational leaders must address in accommodating the school program to the needs and abilities of diverse learners. A historical perspective will be developed with an emphasis on how schools have responded to meet the needs of the exceptional child. Legal issues and programmatic trends will be examined and assessed since the inception of the Individuals with Disabilities Education Act. Multicultural issues will be introduced within the context of school and society. The responsibility of the educational leader in fostering a multicultural perspective pertaining to curriculum and instruction, governance, bias and prejudice and school climate and culture will be emphasized. Students will identify and develop curricular possibilities and solutions in school settings to accommodate learners' diverse needs. Students 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 proficiences developed by the Educational Leadership Constitutient Council. Prerequisites: CURR-531 and CURR-538.

CURR-590
Seminar and Practicum in Curriculum, Instruction and Supervision
3 credits

Taken at the completion of all course work in the program. Students study in seminar fashion the current literature and research in the general areas of curriculum, instruction and supervision. Each student is involved in an individualized field experience. Typically the experience involves work with supervisory assistance in a selected segment of the student's school district, or in an approved location. The cooperation of the administrative staff of the student's school district is essential for the effective completion of this project. The instructor is free to observe the project in progress, and to evaluate the completed research project and the finished project paper. Prerequisite: all course work including EDUC-500, permission of instructor.

CURR-600
Independent Study and Research in Curriculum, Instruction and Supervision
1–3 credits
Course content varies with academic research interests of students who wish to engage in independent study related to the overall content of curriculum, instruction and/or supervision.

Early Childhood Education (ECED)

ECED-507
Emergent Literacy P–3
(3 credits)
Examines perspectives on literacy acquisition including the social-constructivist perspective. Examines the processes of comprehension and composition through the language systems for written language: the grapho-phonic, syntactic, semantic, and pragmatic. Explores the components of these processes including concepts of print, knowledge of the alphabet, phonological awareness, language play, literary genres, spelling development, vocabulary development, and word recognition.

ECED-522
Observation and Assessment in Early Childhood Education
3 credits
In this course, students will learn to collect, record, and interpret information about children's growth, interests, and needs, and the appropriateness and effectiveness of the educational experiences provided for them. Emphasis will be placed on selecting assessment strategies that are developmentally appropriate, culturally sensitive, responsive to a child's individual needs and strengths and matched to stated purposes and audiences.

ECED-540
Developmental Methods and Materials in Early Childhood Education
3 credits
In this course, students will learn to make and assess developmentally appropriate and culturally responsive curriculum and teaching decisions in preschool through third grade settings by drawing on: (1) knowledge of child development and learning, (2) content area knowledge, (3) curriculum content standards, and (4) the strengths, interests, needs, home and community cultures, and developmental characteristics of individual children in preschool through third grade classrooms.

Education (EDUC)

EDUC-500
Introduction to Research
3 credits
Introduces basic research and evaluation concepts for the purpose of facilitating reading of journal articles and communication with researchers. Designed for students in business education, educational administration, and selected special students.

EDUC-501
Methods and Instruments of Research
3 credits
Acquaints students with insights, information, methods, procedures, and techniques for planning, conducting, and evaluating research. Includes the nature and types of research, methods, and procedures used in educational and psychological research, and the use of research data and other appropriate tools. The completion of a research proposal is required. Students who wish to complete the research project may do so on an individual basis in consultation with their respective advisors. Prerequisites: EDPS-504, EDPS-505, or EDPS-506, and READ-501.

EDUC-502
History of Education
3 credits
The necessary knowledge of modern education's heritage so that students understand and appreciate current educational practices in proper perspective. Concentration on education's evolution in the U.S. from colonial times to the present, with a major emphasis on a study of topical issues in education treated within the framework of their historical background. A term paper and intermittent reports are required.

EDUC-503
Philosophy of Education
3 credits
Considers the nature, aims, and objectives of education in a democratic society. Critical evaluations of various educational theorists and the philosophies of pragmatism, idealism, realism, existentialism, etc., are made. Students are encouraged to develop their own philosophy of education by preparing intermittent reports and term papers.

EDUC-511
Educational Foundations: Philosophical/Historical Perspectives
3 credits
Major thoughts and significant actions in American educational history from colonial times to the present. Synthesis and integration of philosophical and historical contributions to the evolution of America's educational heritage for the purpose of understanding and appreciating current educational practices in proper perspective. Major emphasis on topical issues within the framework of their philosophical/historical backgrounds. Critical evaluations made of educational practices based on pragmatism, idealism, realism, existentialism. Students are encouraged to develop their own philosophy of education by preparing intermittent reports and term papers. Spring.

EDUC-515
Issues in American Schools and Society
3 credits
This course is designed to examine contemporary educational issues impacting on schools and to re-examine the purposes of schooling in a democratic society. Students will explore current and emerging policy issues and the demands for reform in schools and districts. Emphasis will be placed on identifying and developing politically feasible responses to policy issues and procedural problems facing educational leaders today. The role of the leader in promoting the development of a collaborative institutional culture and climate and the identification of best-practice strategies to involve community stakeholders in the development of policies and programs will be emphasized. Effective communication models for use within the school, district and greater community and the use of different media and technology formats will be examined and evaluated. Students 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.

EDUC-520
Instructional Linguistics and Second Language Learning
3 credits
This course provides students with a broad overview of theories and issues in the field of second language acquisition (SLA), and prepares them for application of such theories to the process of second language teaching. It will cover the following topics: first language acquisition, theories in SLA, factors affecting SLA, learner language, and instructed SLA.

EDUC-521
Teaching a Second Language
3 credits
Focuses on standard and innovative methods of teaching language skills, as well as cross-cultural understanding. Includes theoretical positions on language learning and teaching, the use and evaluation of currently popular instructional materials, the design of new materials, and field experiences on the language to be taught. Open to prospective foreign language, ESL, as well as practicing teacher desiring certification.

EDUC-525
Introduction to Higher Education Administration
3 credits
This course examines major trends, issues and problems facing colleges and universities from a variety of perspectives including historical, curricular, administrative, public policy, governance, and faculty. Students will develop an understanding of the organizational components of higher education and how these components affect the operations of a college or university. The course will assist the student in developing appropriate policy determinations for colleges and universities.

EDUC-530
Introduction to Student Affairs in Higher Education
3 credits
This course is designed to cover a variety of issues associated with the management and administration of student services and programs in higher education. The course will begin with an overview of historical and philosophical foundations of the profession, especially its goal of addressing students' economic, social, developmental, and academic needs. Understanding the characteristics and changing demographics of student populations will be contrasted with the appropriate preparation and continued professional development of the practitioner.

EDUC-535
Legal and Ethical Issues in Higher Education
3 credits
This course discusses the fundamentals of American law that directly and indirectly affect the environment of higher education. Students will use diverse sources of law to understand the many different ways laws, code and common law affect the life of an higher education administrator. Ethical issues will be explored in relationship to critical issues in higher education such as admissions, affirmative action, dismissal procedures, academic honesty, and student loans.

EDUC-540
Planning, Budgeting and Program Evaluation in Higher Education
3 credits
This course discusses the history, evolution, theory and practice of strategic planning in higher education. Students will apply strategic planning techniques to budget development. Students will appreciate the contextual influences of the modern society on planning and budgeting. Students will integrate strategic planning and budgeting with institutional research and apply it to organizational improvement in a college or university.

EDUC-550-559 Selected Topics in Higher Education
3 credits
As a special topics course, the content will vary according to the topic or issue under consideration for a given offering of the course. The following are some of the topics anticipated: Adolescent into Adult Development, Problems and Issues in Residence Life, Public Relations and Marketing in Higher Education, Technology and Data Management in Higher Education, Planning for a Safe and Secure Campus Environment. Students will be expected to investigate the research literature related to the topic, examine institutional practices and implications, and propose improvements to campus policies and procedures. The EDUC-500 to 559 course numbering is designed to permit students to enroll in more than one version of the course to fulfill concentration requirements. (Course is offered on a special scheduling basis.)

EDUC-560
Educating and Evaluating the Bilingual Child
3 credits
An examination of the historical, legal and pedagogical aspects of the education of language minority students. Considers the design of school programs for minority students including legal mandates, testing, staffing and funding. Emphasis is placed on the evaluation of bilingual students as they enter, develop and exit from special programs of study.

Educational Administration (EDAD)

EDAD-501
Educational Leadership and Organizational Theory
3 credits
This introductory course will provide leadership candidates with a framework for understanding the complexity of organizational behavior in an educational setting. Theories and issues in the technical core of teaching and learning, educational governance, leadership, communication patterns, decision-making, school culture, organizational problem solving and school change will be presented, examined and applied through a series of case studies and student initiated inquiry/research projects and presentations. Students 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.

EDAD-505
Supervision for Improved Instruction and Learning
3 credits
This course will explore the supervisory and evaluation practices in K–12 settings by examining and identifying the relationships among collegiality and collaboration, educational leadership, and the improvement of instruction. This course will emphasize the development of practical observation skills and approaches and the development of appropriate professional growth plans to enhance staff performance and bring about increased student learning. Multi-track evaluation programs will be examined as well as an analysis of current observation and supervisory approaches used in school districts. Participants in the course will develop a personal supervisory platform. This course will emphasize the development of collaborative and clinical supervision approaches as well as communication skills and interpersonal qualities of the effective supervisor. Students 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.

EDAD-507
Education and the Law
3 credits

This course will address legal issues and requirements confronting educational leaders in school settings. Students will be introduced to varied legal requirements that pertain to educational settings. Legal concepts and issues, and policies and procedures relating to students, parents, teachers and administrators, the board of education, and the community will be introduced and examined. Some of the topics referenced will include: regulations and the key concepts in the Individuals with Disabilities Education Act and the Americans with Disabilities Act; No Child Left Behind legislation; church-state issues; free-speech rights of students, teachers and extracurricular groups; curriculum development and implementation; rules governing student and staff conduct; creating and maintaining a safe school environment; child abuse; search and seizure procedures; affirmative action requirements; and, due process procedures. Students 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.

EDAD-508
Leadership in School Business Administration
3 credits

The educational leadership required to establish an effective relationship between school business services and the success of the total educational program is the primary focus of this course. The professional and legal responsibilities of the school business administrator to manage the organization and resources, identifying and solving problems and issues related to the effective and efficient operation of school district, will be reviewed. Specific legal and code requirements and best-practice organizational and management procedures critical to the administration of a public school district will be examined. Among the topics of study in the course will be: the organization and management of the district business office; the development of strategic planning models; traditional and program oriented budgets; and, the application of technology to instruction and the management of school and district fiscal operations. Special emphasis will be given to the importance of "generally accepted accounting procedures" in district operations. Other topics to be addressed will include: personnel, enrollment, and resource forecasting; debt service and insurance expenses; food services, transportation, and facility operations; supply management and facility maintenance; and temporary financial investments. Students 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.

EDAD-509
School Financial Management and Accounting
3 credits

This course examines the historical precedents and current procedures that regulate and control the funding and financial operations of school districts. The leadership role of the school business administrator, ensuring the operation of the district in compliance with policy, procedure, and code, is a central theme. Judicial decisions, federal and state legislation, the planned curriculum, and generally accepted business practices that impact on the operation of the total educational program in school districts will be reviewed. Some specific topics of study will include: the leadership role of the school business administrator in monitoring, assessing and reporting on fiscal operations; determining taxation rates; and, developing non-public sources of revenue. The impact of state imposed "cap" regulations and negotiated bargaining unit benefit packages and agreements will be assessed with regard to possible budget growth and development. Enrollment, revenue, and cash flow projections; the fiscal controls used to approve, manage and track expenditures; regulations and restrictions on the use of school funds; school district surplus and debt regulations; current and emerging fiscal concerns in school budget planning and development; and, the role of the school fiscal structure in relation to the local, state, and federal governments are other important topics to be developed. Advanced study in double entry accounting procedures will be a major component in the course. Students 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.

EDAD-510
Seminar and Practicum in Supervision
3 credits

This course requires the student to self-assess supervisory leadership strengths for the purpose of establishing an agenda for an extensive site-based internship. The internship agenda is guided by national leadership standards that ensure a comprehensive exposure to supervisory responsibilities. Students deepen their understanding of supervisory theory and best practice and apply this knowledge to the development and refinement of a personal leadership platform. Considerable attention is placed on understanding the ethical basis of supervisory practice. Students 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. Prerequisites: CURR-531, CURR-532 or CURR-538, and EDAD-505.

EDAD-511
Group Processes in Supervision
3 credits

This course will apply theory and research to the supervisory function of developing group capacity in educational settings. Students will identify group process "best practices" to be modeled by educational leaders. Candidates will develop and refine techniques, strategies, and personal skills facilitating the development of helping and caring relationships with faculty and staff, while promoting interactive communication with stakeholders concerned with improving teaching and learning. Students will demonstrate effective supervisory behaviors in class sessions and simulations that represent daily challenges and opportunities present in school settings. Students 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. Prerequisite: EDAD-505.

EDAD-512
School Facility Planning and Development
3 credits

This course will examine the leadership role of the school business administrator in facility planning, renovation, and expansion. The essential linkage between guiding principles, existing and proposed facilities, and the implementation of the total educational program is considered from both theoretical constructs and practical applications. Major topics of study will include: the development and revision of long-range facility plans; the role of the state Economic Development Authority; the critical review of state proposed "model" school buildings; and, the process of drafting educational specifications. In addition, required site plan reviews by state and local officials; the referendum approval process; and, the integral role of professional services (public opinion consultants, attorneys, demographers, architects, financial consultants, public information agencies, etc.) will be discussed. Students will evaluate geographic, socio-political, financial, and ecological considerations in proposed school construction. Planning for new and emerging technology, addressing health, safety, and security considerations, ensuring barrier-free access, incorporating energy conservation measures, and the utilization of school buildings by the greater community will be overarching themes developed. Students 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.

EDAD-513
Human Resources Leadership in Education
3 credits

This course will develop the practical and theoretical knowledge of the human resources function in the educational setting. Emphasis will be placed on understanding and utilizing human resources functions and processes to identify needs and address issues in both instructional and non-instructional positions. The student will gain an understanding of the inter-relationship that exists between organizational climate, strategic planning, and the established policies and regulations of the human resources function. Students will develop a comprehensive understanding of the importance of recruitment, selection, mentoring and evaluation of faculty and support staff. Emphasis will be to continuously identify issues that are legal requirements in human resources administration or required by federal or state regulations. Students 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. Prerequisites: EDAD-505 and EDAD-511.

EDAD-514
School Finance and Fiscal Management
3 credits

This course will examine the principles and court decisions involved in shaping the legal framework of school finance. Students will examine the historical spending patterns of a school district budget and develop new budget proposals using "generally accepted accounting procedures" and the appropriate state budgeting codes. Students will study school budgeting procedures as a tool for program and school improvement. The class will examine the financial implications associated with site-based management models and whole school reform. Legislation pertaining to the financing of short and long term debt will be examined. Students will use technology to gather data; identify non-tax based resources; create presentations for specific audiences; and, work with models of data driven indicators to examine issues of equity, efficiencies and resource deployment. Students 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. Prerequisite: EDAD-501.

EDAD-515
Mentoring Beginning Teachers
3 credits

This field-based practicum requires that each student work with a novice teacher (student teacher or beginning teacher) while enrolled in the course. Through reading, observation, biography and interview, students will explore how novice teachers acquire teaching knowledge and skill. By researching their own practice as mentors, reading relevant literature and participating in critical dialogue in seminars, students will explore and evaluate methods of facilitating and supporting novice teachers' professional growth.

EDAD-521
Research and Data-Based Decision Making in Schools
3 credits

This course will develop the skills needed by educational leaders at all levels to interpret, use, and apply statistical concepts and research methodologies in critical administrative and supervisory functions. Statistical methodology will be used to further understanding of different research strategies. Students will interpret data and make informed decisions regarding the frameworks, implementation, and evaluation of instructional programs and practices designed to improve teaching and learning in school, district, and national settings. Course activities and field work will include: scenario and case study analyses; the use of critical friends' discussion groups; the application and use of different technologies and software programs; and, the identification of appropriate problem solving and resolution strategies. Students 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. Prerequisites: EDAD-501 and EDAD-514.

EDAD-591
Seminar/Practicum in Educational Leadership
3 credits

This is the first of two "capstone" internship courses for candidates in the leadership program in educational administration. The course meets New Jersey Department of Education requirements for an extended administrative internship in the schools. This course is taken in the fall semester and is followed in the spring semester with EDAD-592. After analysis of leadership strengths, based on a self-assessment completed by the candidate, specific internship experiences will be cooperatively planned by the candidate, site-based mentor, and instructor. The capstone internship will build on strengths, develop growth experiences, be substantial and sustained, and be ethically informed. Students will cooperatively evaluate and problem-solve internship experiences, assess leadership performance from best-practice perspectives, finalize the development of a leadership platform statement, review and discuss topics and scenarios derived from readings and other resources, engage in simulations and case analyses, and interact with students in other graduate programs. Presentations by practicing administrators and other school personnel will provide understanding of the patterns of interaction that occur among different leadership positions in educational institutions. Students 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. Enrollment by permission of instructor.

EDAD-592
Seminar/Practicum in Educational Leadership
3 credits

This is the second of the "capstone" internship course sequence that coincides with the school-year calendar and is taken during the spring semester. In combination with EDAD-591, the course meets New Jersey Department of Education requirements for an extended administrative internship in the schools. Students will continue pursuing field-based internship projects initiated in EDAD-591 in collaboration with a site mentor and the course instructor. Students 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. Enrollment by permission of instructor. Prerequisite: EDAD-591.

EDAD-600
Independent Study and Research in Educational Administration
1–3 credits

Course content varies with the academic research interests of students who wish to engage in independent study related to the overall content of educational administration.

Educational Psychology (EDPS)

EDPS-502
Psychological Development of the Child and Adolescent
3 credits

Surveys of psychological principles applied to counseling services with emphasis on developmental processes, individual differences, and mental health. Concepts and theoretical orientations to human development from conception through adolescence. The analysis, interpretation, and practical implications of significant research that has contributed most to the knowledge of human development of the child and adolescent.

EDPS-503
Human Growth and Development
3 credits

Provides an overview and broad understanding of life span developmental theories and research applied to counseling services with special emphasis on developmental processes, individual differences and mental health. Includes strategies for working with developmental issues across the life span.

EDPS-506
Testing and Measurement Techniques in Reading/Language Arts
3 credits

Studies basic characteristics of test scores, including: reliability and validity, selection, administration, and scoring of tests; measurement of achievement, intelligence, aptitude, and interests; and the writing and editing of items of teacher-made tests, school marking procedures, interpreting of test scores. Covers basic statistical tools needed by reading specialists.

EDPS-507
Advanced Educational Psychology
3 credits

A critical examination of contemporary learning theory as applied to educational thought and practice. The psychological, physiological, and sociological foundations of education and training; personality problems encountered by classroom teachers.

EDPS-508
Cognitive Processes and Learning
3 credits

This course deals with what is known relative to the principles of cognitive psychology and their application to learning. The flow of information is followed from where it begins through the processes of integration and storage. Cognitive principles will be studied relative to concept formation, reasoning, and problem solving. Their relationship to specific educational tasks such as the teaching of reading, writing, mathematics, and other content will be explored and confirmed through empirical evidence.

EDPS-509
Assessment of Intelligence
3 credits

Building upon EDPS-514, this course furnishes students with the clinical, practical, and theoretical sophistication to understand the assessment process for learning, cognitive, and academic concerns. Students are expected to master a wide range of concepts and skills to successfully complete this course, including administering, scoring, and interpreting tests of cognitive abilities,academic achievement, emotional-behavioral status, and adaptive behavior. Students also are required to synthesize data from multiple methods of assessment and sources to produce written psychological reports that inform intervention practice. Prerequisite: EDPS-513.

EDPS-510
Assessment of Behavioral and Social-Emotional Needs
3 credits

The assessment of personality is reviewed from the context of a comprehensive, ecological model of social-emotional, behavioral, and academic development. Assessment is studied from an empirically based, problem-solving model that links directly to intervention. Students learn to select appropriate assessment tools to match individual referral questions so as to evaluate the behavioral and social/emotional problems of children and adolescents. Prerequisite: EDPS-513.

EDPS-512
Psychology of Exceptionality
3 credits
This course provides opportunities for the study of school psychological issues associated with specific educational exceptionalities, including learning disabilities, mental retardation, behavior disorders, physical handicaps, and giftedness. The characteristics, identification procedures, and current intervention strategies are examined from a psychological and sociocultural perspective. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

EDPS-513
Professional Practice of School Psychology: Issues and Historical, Ethical, and Legal Considerations
3 credits
This course is designed to provide an introduction to school psychology through an analysis of the contemporary roles and functions of school psychologists. Professional issues are explored in the context of the history and evolution of school psychology as a specialty area of professional psychology. In addition, the study of professional ethics, best practices, and standards for delivery of school psychological services that have been adopted by national organizations representing the profession of school psychology will be reviewed.

EDPS-514
Assessment and Intervention I: Standardized Measures of Academics and Behavior
3 credits
This course will increase students' understanding of the standardized assessment process, measurement issues, psychometric properties of assessment instruments, and the role of these instruments in informing academic, behavioral, and social-emotional interventions.

EDPS-515
Assessment and Intervention II: Curriculum-Based Measures
3 credits
This course will build upon students' knowledge and skills in individual-referenced assessment based upon the standards and general curriculum. Students will be able to design, administer, score, and interpret curriculum-based assessment and link these data to intervention.

EDPS-520
Measurement, Tests and Assessments in Counseling/School Psychology
3 credits
The first course in a two-course sequence on measurement and research. It will develop the ability to calculate descriptive statistics, and administer, evaluate and interpret assessment instruments commonly used in the counseling profession. Topics include descriptive statistics, reliability and validity, social and ethical considerations in testing, the appropriate selection and usage of standardized tests, and the communication of their results. Computer literacy is required in this course. Fall, spring, summer.

EDPS-521
Statistics and Quantitative Data Analysis
3 credits
Prior to the beginning of this course, the student should have designed both a survey and an interview format in an area of interest to them. Inferential statistics and quantitative techniques for analyzing, interpreting and reporting research data will be applied to this data. Prerequisites: EDPS-520, EDUC-500.

EDPS-535
Biological Basis of Behavior
3 credits
This course will emphasize a biological approach to the study of psychology and behavior. Topics studied will include the following: 1) the genetics of human psychological differences; 2) the anatomy of the nervous system; 3) psychopharmacology; 4) neuropsychological diseases (e.g., epilepsy, autism, multiple sclerosis); 5) memory and amnesia; 6) sleeping, dreaming, and circadian rhythms; and 7) the biopsychology of mental health difficulties.

EDPS-548
Practicum in Curriculum-Based Measures
1 credit
This practicum provides supervised experience in identifying academic needs of students utilizing curriculum-based assessment (CBA) methods within a problem-solving framework. Students will practice the selection and administration of appropriate CBA tools to match referral question(s) at the individual, class-wide and school-wide levels. Students will also practice assessment of the academic environment by conducting structured direct observation of the classroom. Students will summarize and analyze assessment data, develop goals and objectives and make recommendations for intervention. Prerequisites: EDPS-513.

EDPS-570
Interventions for Children and Adolescents with Special Needs
3 credits
This course provides opportunity to expand each student's knowledge and skills in the development of effective interventions to meet academic, behavioral, and social-emotional needs. Currently accepted practices based upon the individual's referral problem will be explored. Intervention will be approached from a problem-solving model and based on current assessment data. Case studies will be used to link theory and application. Prerequisite: EDPS-513.

EDPS-581
Practicum in Assessment of Intelligence
1 credit
This practicum experience provides supervised practice in administering, scoring, and interpreting an array of individually administered assessment instruments for the purpose of producing a written psychological report that is linked to intervention. Prerequisite: EDPS-513.

EDPS-582
Practicum in the Assessment of Behavioral and Social-Emotional Needs
1 credit
This practicum experience provides supervised practice using the techniques and methods taught in EDPS-510 Assessment of Behavioral and Social-Emotional Needs. Students will be expected to complete a Functional Behavioral Assessment including recommendations for a behavior intervention plan and a means to monitor and evaluate the target student's progress. Prerequisite: EDPS-513.

EDPS-583
Practicum in Consultation in School and Agency Settings
1 credit
This practicum experience provides supervised practice in the study, implementation, and evaluation of a problem-solving model to provide consultation across school and agency settings. Students will be expected to successfully initiate and lead the 4-step consultation process resulting in a data-based intervention. The consultation will be documented in a formal report. Prerequisite: EDPS-513.

EDPS-590
Internship in School Psychology I
3 credits
The student functions as a school psychologist in a 600-hour approved field placement under the supervision of a certified school psychologist. At least 50 percent of the internship must occur in a school setting. Additionally, students attend weekly seminars that deal with issues related to professional ethics, problem-solving and intervention design, and group supervision. The internship occurs at the end of the student's program. Prerequisites: EDPS-581, EDPS-582, and EDPS-583.

EDPS-591
Internship in School Psychology II
3 credits
The student functions as a school psychologist in a 600-hour approved field placement under the supervision of a certified school psychologist. At least 50 percent of the internship must occur in a school setting. Additionally, students attend weekly seminars that deal with issues related to professional ethics, problem-solving and intervention design, and group supervision. The internship occurs at the end of the student's program. Prerequisite: EDPS-590.

EDPS-600
Independent Study and Research in School Psychology
1–3 credits
Course content varies with the academic research interests of students who wish to engage in independent study related to the overall content of school psychology.

Educational Sociology

EDSO-501
Foundations of School Counseling: Referral Sources for Clients and Students with Special Needs
3 credits
Addresses community social services available to clients and special needs students. Reviews principles and methods utilized by social agencies. Representatives of various community agencies are invited to discuss the role and function of the agencies they represent. Students visit various community agencies and report on their work.

EDSO-510
Sociological and Cultural Foundations of Education
3 credits
The American public school as a social organization which influences and is influenced by local, national and international cultural evolution. An exposition and analysis of the vibrant multicultural issues that sometimes determine the outcome of public education. An exploration of contemporary educational problems and challenges resulting from changing social and cultural conditions. A perceptive and reflective placement of these changes in a historical context to enable students put the future in perspective.

Graduate Level Teacher Preparation (GLTP)

GLTP-500
Conceptual Frameworks for Teaching and Learning
3 credits
This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, students use these perspectives to guide their reflective professional development throughout their program. The course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) philosophical and historical perspectives on education, (d) sociocontextual and interdisciplinary influences on education, and (e) higher-order creative and critical thinking.

GLTP-502
Curriculum and Instruction in Reading/ Language Arts: Early Literacy
3 credits
Current strategies for teaching beginning learners vocabulary, comprehension, composition, and language study. Pedagogy for all learners, ranging from gifted to diverse learners. How to manage literacy instruction through content areas in general education in preschool and primary grades. Prerequisite: GLTP-500.

GLTP-503
Curriculum and Instruction in Reading/ Language Arts: Literacy and Learning in Content Areas
3 credits
Current strategies for providing instruction in vocabulary, comprehension, composition and language study in content areas in upper elementary grades through high school. Pedagogy for all learners, ranging from gifted to diverse learners in general education. Prerequisite: GLTP-500.

GLTP-504
Teaching English Language Arts in Secondary Schools
3 credits
Students preparing to teach English in middle schools and senior high schools explore strategies for the imaginative teaching of literature, poetry, drama, grammar, composing processes, vocabulary, and oral language use. Students research, develop, and critique thematic units, analyze curriculum, and study the selection, development, and use of a wide variety of teaching materials. Traditional and alternative methods of assessment are explored. Prerequisite: GLTP-520.

GLTP-505
Teaching Social Studies in Secondary Schools
3 credits
The theoretical foundations of teaching social studies in junior and senior high schools. Basic goals and aims of social studies instruction are studied, and specific methodological techniques are described and practiced. Demonstration lessons are prepared and presented. Considers typical problems with which teachers are confronted. Prerequisite: GLTP-520.

GLTP-506
Teaching Science in Secondary Schools
3 credits
Classroom interaction analysis systems are utilized in the study of the teaching-learning process. Students develop their own repertoire of teaching strategies. Emphasis is on the investigation and interpretation of recent curriculum developments, and the use of the laboratory in science instruction. Prerequisite: GLTP-520.

GLTP-507
Teaching Mathematics in Secondary Schools
3 credits
The critical analysis of the aims of teaching mathematics in the secondary school; review of recent research in the content and teaching of mathematics by individuals and groups; demonstration lessons (reflective teaching) to illustrate techniques of teaching; the planning of lessons; selection and organization of materials and subject matter; and evaluation of lesson presentation. Prerequisite: GLTP-520.

GLTP-510
Curriculum and Teaching in the Elementary School I: Mathematics
3 credits
This course introduces students to the elementary curriculum and focuses on the teaching of mathematics that is developmentally appropriate for students from nursery to grade eight. In keeping with NAEYC and NCTM standards, emphasis is placed on planning for and implementing an integrated curriculum approach, discovery learning, hands-on experiences, use of technology, lesson planning, and traditional and non-traditional assessment strategies. Students will also explore positive models for classroom management and discipline. Field experiences will consist of classroom observations and teaching individuals and/or small groups of students. Prerequisite: GLTP-502.

GLTP-515
Curriculum and Teaching in the Elementary School II: Science, Social Studies, and the Arts
3 credits
This course focuses on methods and materials of instruction in science, social studies, and the arts that are developmentally appropriate for students in preschool through grade eight. Emphasis is placed on integrated curriculum, theme cycles, unit planning, hands-on learning experiences, discovery learning, and traditional/non-traditional assessment strategies. Field experience will consist of observation and analysis of a unit of study over time in at least one field site as well as continued teaching of lessons to individual and/or groups of children. Prerequisite: GLTP-502.

GLTP-520
Curriculum and Teaching in Middle/Secondary Schools
3 credits
This course is designed for students seeking the initial teaching certificate and introduces them to curriculum and instruction in middle, junior and senior high schools. The history and rationale for secondary-level education is developed. Students acquire skills in instructional planning and classroom management. Field experiences will supplement classroom instruction. Prerequisite: GLTP-503.

GLTP-570
Seminar and Internship in Teaching
9 credits
This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting. The student gradually assumes a full load of teaching responsibility at the school. The experience will test the translation of educational theory into meaningful practice. A student-teaching fee is charged for this course. (nine semester hours; offered in fall and spring semesters only). Prerequisite: Permission of instructor.

GLTP-571
Supervised Practicum in Teaching
3 credits
This practicum is a condensed version of the Internship in Teaching. It is only available to interns seeking teacher certification who already have a year of successful, full-time teaching experience or its equivalent. A special application must be made and approved for enrollment in the course. The practicum requires six weeks of full-time, supervised daily participation in a school setting. After a brief period of orientation to the school and classroom, the intern assumes a full load of teaching responsibility at the school. The experience finetunes the teaching abilities of interns and enables them to demonstrate competence in the specialty for which they seek certification. Prerequisite: Permission of instructor.

Organizational Leadership (LEAD)

LEAD-500
Introduction to Organizational Leadership
3 credits
This course will introduce students to classical and current views of leadership and to the process of graduate-level scholarship. Students will gain foundational knowledge in the theories and models of leadership, will assess their own leadership style, and will learn to develop and answer research questions in leadership studies. They will be asked to apply this knowledge to analyze and address leadership issues within organizations they work, study, or volunteer.

LEAD-510
Organizational Communication
3 credits
This course will acquaint students with classic and contemporary approaches to organizational communication and provide them with analysis and research assignments to further the process of graduate-level scholarship. Students will gain knowledge of the breadth of theoretical approaches to understanding communication in organizations as well as processes relevant to communicative life in organizations. Students will gauge the presence of various approaches to organizational communication and communication processes in organizations in which they work, study, or volunteer and evaluate their effectiveness. Students will ask questions that can be answered by systematic research in academic and professional/practitioner organizational communication literature, demonstrating information literacy skills. Prerequisite: LEAD-500 or concurrent with LEAD-500.

LEAD-530
Leading and Motivating in a Cross-Functional Leadership Role
3 credits
This course will inform students about leadership concepts and models for identifying and working with the motivations, influences and tactics present in conflict and its resolution in personal and organizational settings. Through group dynamics exercises, the themes of developing leadership identity, recognized and affirmed by self-awareness; understanding and exercising relationship awareness and group behavior; and recognizing the multiple relational dimensions of leadership will guide both the understanding and practice of leading people and managing relationships. Prerequisite: LEAD-500 or concurrent with LEAD-500.

LEAD-540
Information and Financial Resources in Organizations
3 credits
This course explores the importance of information and financial resources within the culture of organizations, and the necessary relationship that exists between the two. The course draws on current literature and student experience to explore resource management and focuses on the effective use of information resources within the boundaries defined by financial realities. The relationship between data analyses and effective decision making will be explored. Prerequisite: LEAD-500 or concurrent with LEAD-500.

LEAD-550
Organizational Research
3 credits

The purpose of this course is to prepare future organizational leaders to read professional journal articles, plan research, and critique research. The course covers basic research methods, such as experimental, ex post facto, correlational, case study, time series, interviews, surveys, and basic statistics in terms of understanding and selecting statistics. These concepts are taught within the framework of organizational leadership. Prerequisite: LEAD-500 or concurrent with LEAD-500.

LEAD-560
Legal Issues, Ethics and Conflict Resolution
3 credits

This course will provide students with knowledge of ethical guidelines and current laws/regulations to ensure appropriate workplace behaviors. Students will gain knowledge and skills in the use of conflict resolution strategies to help build harmonious relationships in the workplace. Potential sources of conflict that lead to employee grievances and litigation will be identified. Students will complete self-assessment tools to determine their own conflict resolution style. The course will also cover legal issues found in the workplace, such as sexual harassment, collective bargaining agreements, employment law, etc. Prerequisite: LEAD-500 or concurrent with LEAD-500.

LEAD-570
Internship in Organizational Leadership
3 credits

This required course provides students enrolled in the M.A. in Organizational Leadership degree program with the opportunity to gain practical experience through an organized and mentored internship. Through specialized readings and the completion of a significant project, students will be asked to apply their knowledge of leadership concepts to analyze and address leadership issues within organizations where they work, study, or volunteer. The internship must be related to the student's chosen field of concentration and entails active observation and participation in a variety of leadership roles and organizational functions. If the candidate has one year of documented leadership experience in his or her area of concentration, this requirement may be waived. Prerequisites: Completion of 15 credits from the core sequence including LEAD-500. Students must also be matriculated in the M.A. in Organizational Leadership degree program.

LEAD-598
Project Seminar in Leadership
3 credits

This course serves as a practicum for students about the graduate with their M.A. in organizational leadership. Students will be required to plan, initiate, carry out, assess and write-up a leadership project. Reflection on progress and what is being learned will occur each week in class, using an Action Learning format. Class sessions will also be used for exercises and practice of skills. The course is normally scheduled for fall and/or spring semesters. When it is listed as a Summer Session I course, students should expect their projects to require extended work beyond the normal finish date of the semester. Course is taken in last semester of study.

LEAD-600
Independent Study and Research in Organizational Leadership
1–3 credits

The content of the course varies with the academic research interests of students who wish to engage in independent study related to the core content of organizational leadership and/or one of the concentrations in higher education administration, communication, health care, information technology, and counseling-related services.

Master of Arts in Teaching (MATG)

MATG-551
Place Value Instruction: Navigating the Decimal
3 credits

K–8 teachers examine the theory and practice of K–8 place value instruction during a weeklong course. Incorporating the ideas of the successful CONNECT-ED project, this seminar will examine place value theory and model instructional design that traces children's developmental levels and aligns with national and state standards. Participants will work with peers and experienced University faculty to design longitudinal instructional modules on other math topics. By engaging in this multigrade design process, teachers will examine new ideas about mathematics, children's mathematical thinking, and mathematics instruction. Participants can earn professional development hours or college credit.

MATG-552
Curricular and Instructional Design for Fraction Understanding
3 credits

K–8 teachers examine the theory and practice of K–8 fraction instruction during a weeklong course. Based on the successful CONNECT-ED project, this seminar will model how to design fraction instruction that traces children"s developmental levels, and aligns with national and state standards. Participants will work with peers and experienced University faculty to design similar instructional activities. By engaging in this multigrade design process, teachers will examine new ideas about mathematics, children's mathematical thinking, and mathematics instruction. Participants can earn professional development hours or college credit.

MATG-559
Development of Mathematical Thinking
3 credits

This course examines, applies and evaluates current theories in young children's development of mathematical thinking. The psychological learning trajectories for number, measurement, geometry, and pre-algebraic thinking will be investigated. Students will develop an understanding of children's acquisition of knowledge and explore the pedagogical and curricular implications of this acquisition.

MATG-580
Action Research on Teaching and Learning
3 credits

This course prepares practicing teachers to conduct action research in their own classrooms. It provides MAT students with the opportunity to learn about the goals and methodologies of action research, how action research is situated in the broader context of educational research, and the implications of action research for changing educational practice. Additionally, students will identify and examine potential areas of inquiry for their own action research designs.

MATG-585
Practicum in Conducting Action Research
3 credits

This course provides MAT students with the opportunity, framework, and mentoring necessary to conduct action research on their own classroom practice. Students will design an action research project, collect and analyze data on teaching and learning, and document their work in a paper submitted for refereed presentation and/or publication. Prerequisite: MATG-580.

Probation and Parole Counseling (PPCS)

PPCS-501
Sociology and Psychology of Crime and Delinquency
3 credits
Emphasizes the concepts, methods, and an interdisciplinary framework of sociology, psychology, social anthropology, and political science as related to crime, delinquency, and the criminal justice system. Particular applications will be developed as these concepts and disciplines impinge on probation and parole policy and practice.

PPCS-510
Seminar in Probation and Parole Counseling Services
3 credits
Examines the various roles of the probation and parole officer with particular reference to the delivery of community services. Allows for discussion of the practical and theoretical responsibilities for the probation or parole officer as investigator, court officer, law enforcer, administrator, and counselor. The course is to be taken in the last quarter of the program.

Reading/Language Arts (READ)

READ-501
Psychology and Pedagogy of the Reading/Language Arts Process
3 credits
Studies the communication process from a componential point of view, including language acquisition and development, perception, comprehension and cognition, composition, and language systems. A review of the literature in each area as well as a survey of models of reading and language is included.

READ-502
Curriculum, Instruction and Supervision in Reading/Language Arts
(For Reading/Language Arts Majors)
3 credits
Reading and literacy pedagogy for ALL learners, gifted, average, and diverse learners is the course content. Current strategies for teaching comprehension, composition, vocabulary, language study, and independence skills are learned in a workshop setting. How to manage literacy instruction through content areas for all aged children in mainstream classrooms is studied. Parent education and inservice training are also included in course content. Selected observations of activities in the Center for Reading and Writing is a requirement.

READ-503
Content Reading in High School, College, and Continuing Education
3 credits
Familiarizes teachers with the philosophy, language, and methodology of the language arts as they effect instruction in content areas. Emphasis is on the ways in which the integration of listening, speaking, reading and writing activities within all curricular areas can increase learning. Through lectures, demonstrations, and workshop-type activities, students will both experience and create lessons within various fields. Also investigates the content and methodology of reading programs in educational settings ranging from middle school through adult education.

READ-504
Diagnosis of Reading/Language Abilities and Disabilities: Seminar and Supervised Practicum
3 credits
Studies reading/language arts abilities and disabilities and standardized and informal tests. Observational techniques and diagnostic teaching for assessment are stressed. Students work with clients in the Rider Center for Reading and Writing and write case studies, as well as direct a parent conference. Students will work on campus with children two hours a week for eight weeks in addition to scheduled seminar meetings. Prerequisites: READ-505 and EDPS-506.

READ-505
Supervised Practicum in Reading/Language Arts
3 credits
Implementation of strategies for teaching gifted, average, and special needs students literacy skills in the Center for Reading and Writing is the thrust of this course. Students will learn to manage personalized instruction when teaching groups of children. Learning how to write constructive progress reports will also be a focus. Two hours weekly, plus the scheduled seminar, are required for a 10-week period. Videotapes of teaching will be reviewed with supervisory staff. Prerequisites: READ-501 and READ-502.

READ-508
Literacy and the Bilingual/Bicultural Child
3 credits
Presents multidisciplinary and interdisciplinary perspectives on bilingual/bicultural children and their reading process. Strategies and materials for second language reading instruction are suggested and discussed.

READ-509
Advanced Supervised Practicum in Reading/Language Arts
3 credits
Students select specific types of learners to teach in order to become more efficient experts with literacy skills. Experience with children who are gifted, those with multiple learning disorders, or other type of learners not included in initial practicum (READ-505) are recommended. Videotapes and private sessions with supervisor focus on students' individual needs. Other special teaching and learning situations may be built into the advanced practicum experience with permission of instructor.

READ-510
Foundations of Linguistics and Psycholinguistics
3 credits
Structural and transformational-generative linguistic theory, and the nature of the communication process are covered. Students study psychological, social, and linguistic aspects of language acquisition as these relate to the literacy process.

READ-511
Research into and Survey of Literature for Children
3 credits
Surveys developmental trends in literature for children of preschool through sixth grade. Students will become knowledgeable with theoretical and practical aspects of the study of children's literature. Candidates will explore their own assumptions about literature and its relationship to young readers, further their knowledge of the reading process, and explore ways in which literature can be integrated into the school curricula.

READ-512
Adolescent Literature
3 credits
Literature for the young adult in a changing society is covered. Survey and how to use literature are the focus. Popular young adult authors are explored.

READ-513
Managing an Integrated Language Arts Program in the Mainstream Classroom for ALL Learners
1 credit
Students learn in one week, first hand at the Center for Reading and Writing, how to organize personalized instruction within the context of a portfolio-based mainstream classroom. Teachers will be taught by a child between the ages of six and 16, how the management system works with ALL types of learners.

READ-514
Portfolio Assessment in the Integrated Language Arts Classroom
1 credit
This one-week course focuses on how to include students with special needs in a portfolio-based, mainstream literacy classroom. Each teacher who attends will be adopted by a child who will teach him/her the self-monitoring portfolio system and instructional strategies used by ALL children at the Center for Reading and Writing.

READ-515
Special Topics in Literacy III
1 credit
This one-week workshop is offered annually in the summer. The topic changes each year to address current trends in instruction. Participants will focus on the topic of study through observations and transactions with children and teachers in the Center for Reading and Writing.

READ-600
Independent Study and Research in Reading/Language Arts
1–3 credits
Course content is designed specifically to meet specific academic needs or interests of students who wish to engage in independent study related to literacy education.

Special Education (SPED)

SPED-512
Psychology of Exceptionality
3 credits
This course provides opportunities for the study of school psychological issues associated with specific educational exceptionalities, including learning disabilities, mental retardation, behavior disorders, physical handicaps, and giftedness. The characteristics, identification procedures, and current intervention strategies are examined from a psychological and sociocultural perspective. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

SPED-514
Positive Behavior Support
3 credits
This course is designed to provide extensive knowledge and practice in meeting the behavioral challenges of individuals. Students will receive instruction in a problem-solving approach to identify the possible function(s) of problem behavior and in the design of proactive, positive behavior intervention plans that emphasize the teaching of appropriate alternative skills. An emphasis is placed upon behavior change strategies, which intervene on antecedent events, teach appropriate alternative skills, and provide supports in the natural environment. Multicomponent interventions also are designed to include the interest and preferences of the target student. Legal and ethical considerations are considered. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

SPED-523
Inclusive Educational Practices
3 credits
This course will emphasize planning and instructional strategies that maximize the learning of all students including those with exceptional learning needs in the general education classroom. Students will consider their role as curriculum makers and how to effectively plan a course, a unit, and a lesson for a wide array of diverse learners. The organization of the learning environment also will be discussed so as to guide learning. Teaching methods that enhance content for all learners and the design of learning strategies to help students learn how to learn will be introduced. An experience in the field will enable students to apply knowledge in a realistic classroom setting. Prerequisites: SPED-512 and SPED-514.

SPED-525
Transition to Adult Life
3 credits
This course is designed to provide students with an understanding of theoretical and applied models of transition in special education. Information on the application and interpretation of specialized assessment tools will be presented. Transition planning, including understanding, formulating and implementing the ITP, will be taught. Knowledge of and collaborative interactions with the wide variety of school and community personnel and agencies with a role in transition will be emphasized. Strategies for developing student self-advocacy and independence in the transition process will be presented. Legal information and ethical issues will be noted. An experience in the field will enable students to apply knowledge in a realistic classroom setting. Prerequisites: SPED-512 and SPED-514.

SPED-531
Assessment for Instruction in Special Education
3 credits
This course will give students the opportunity to evaluate, select, develop and adapt assessment materials for children with special needs. The legal, cultural, and ethical implications of assessment will be discussed. Interpretation of formal and informal assessments will be addressed. Emphasis will be placed on using assessment information to make decisions about appropriate placement and learning environments, as well as making decisions for effective instruction in the classroom. An experience in the field will enable students to apply knowledge in a realistic classroom setting. Prerequisites: SPED-512 and SPED-514.

SPED-535
Instructional Practices for Students with Severe Disabilities
3 credits
The course will provide students with the knowledge and skills needed to provide systematic, individualized instruction to students with moderate to severe disabilities. Knowledge and training in the use of task analysis, prompting hierarchies, discrete trials, systematic instructional plans and routines will be offered across all domains of a life skills curriculum. Based upon a student's assessment data, students will be able to develop an appropriate individual educational plan with specific goals and objectives. In addition, strategies to modify and/or adapt goals to provide instruction in an inclusive setting will be explored. An experience in the field will enable students to apply knowledge in a realistic classroom setting. Prerequisite: SPED-531.

SPED-539
Instructional Practices for Children with Mild Disabilities
3 credits
This course will give students the opportunity to evaluate, select, develop and adapt instructional and assessment materials for children with disabilities. Using various case studies, students will have the opportunity to develop an Individualized Educational Program and synthesize assessment information to make appropriate instructional decisions. Students will experience the collaborative process and develop their ability to function as part of an educational team. A field experience with children with disabilities will enable students to apply knowledge in a realistic classroom setting. Prerequisites: SPED-512; SPED-514; SPED-523; SPED-525; SPED-531 and SPED-535.

SPED-540
Seminar in Collaboration, Consultation, and the Inclusive Classroom
3 credits
This course is designed to provide students with the knowledge and skills to facilitate successful inclusion programs. Students will develop the ability to design and manage the instructional environment in an inclusive classroom setting. Through the use of research, case studies, and classroom interactions, students will develop effective communication, conflict resolution, and collaboration skills for professional interactions. Students will become familiar with appropriate models for collaborative consultation. Attitudes and behaviors that influence the success of children with special needs in the general education classroom will be addressed. An experience in the field with children with disabilities will enable students to apply knowledge in a realistic classroom setting. Prerequisite: SPED-539.

SPED-542
Literacy and Students with Special Needs
3 credits
The course will provide an overview of theories, assessment, and intervention techniques for literacy of students with special instructional needs. Students will explore research validated methods for literacy development and instruction, including current strategies for teaching comprehension, composition, vocabulary, and language study. Management of literacy instruction is studied in a workshop setting. Ten hours of field work in a special education setting is required. Prerequisites: SPED-531 and SPED-539.

SPED-580
Supervised Internship in Special Education
3 credits
This supervised internship experience will provide students with an opportunity to connect theory and practice in special education during the summer. Students will work full-time in a setting with individuals with disabilities. After a brief period of orientation to the setting, the intern will assume a full load of teaching and/or supervisory responsibilities appropriate to the context of the experience. Seminar meetings will be required. Permission of the program advisor is required. Prerequisites: SPED-512, SPED-514, SPED-523, SPED-525, SPED-531, SPED-535, SPED-539.

SPED-590
Seminar and Practicum in Special Education
3 credits
This course addresses the current issues in the field of special education. Students will identify these issues through directed readings and through a direct, supervised field experience. Students will need to document a minimum of 100 hours in a field setting. The instructor will provide group supervision in the weekly seminars. Students also will obtain experience developing and delivering a professional presentation on a current issue in the field. Prerequisite: Permission of instructor.

Procedures and Policies

RIDER UNIVERSITY

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Procedures and Policies

The information in this chapter pertains to the graduate programs in business administration and education, leadership, and counseling. For complete information, 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.

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 business administration 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 education, leadership, and counseling 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

It is the policy of Rider University that students shall regularly attend all scheduled class meetings. Failure to comply with this policy will be considered justifiable cause for imposing penalties (e.g., reduction of grade, failure, etc.) at the discretion of the professor teaching the course. Each professor is expected to exercise judgment in determining the validity of any absence and the nature of the penalty to be assessed. All registration and financial arrangements for graduate courses must be completed and the student must be in attendance no later than the second meeting of each course.

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.

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+		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.
A-		C	Fair		
B+		C-			
B	Good				
B-					

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

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

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

Typical graduate expenses for the 2008–2009 academic year are estimated as follows:

Graduate Tuition:

Tuition fee (per 3-credit course):

Business Administration	$2,250
Education and Leadership	$1,680
Counseling Programs	$1,770
Audit fee (per course)	$240
Student teaching fee (academic year)	$245
Technology fee	$35/course

Other Fees:

Application fee (nonrefundable)	$50
Readmission fee (nonrefundable)	$30
I.D. card replacement fee	$30
Deferred payment fee	$25
Proficiency examination (per examination)	$30
Late registration fee	$50
Late tuition payment (Graduate Business and Graduate Education)	$50
Late payment fee deferred plan	$25
Enrollment reinstatement	$100
Dishonored check fee, first time*	$30
Dishonored check fee, after first time	$50

*Returned checks that have not been redeemed or made good by the due date will be assessed the late payment fee in addition to the dishonored check fee.

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.

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 (see Refunds).

Refunds

The refund policy applies to tuition and audit fees for regularly scheduled semester-long courses. All other fees are nonrefundable.

Students who wish to withdraw from a course(s) must file the official withdrawal form with the chair of the appropriate graduate program. A student who fails to withdraw, officially waives the right to consideration for any refund. All refunds based on the official withdrawal date and not the last class attended will be made in accordance with the following schedule for the fall and spring semesters:

Before the official opening of classes	100%
During the first week of any semester	80%
During the second week of any semester	60%
During the third week of any semester	40%
During the fourth week of any semester	25%

No refunds are made for withdrawals after the fourth week of any semester.

Summer session refunds are calculated from the opening date of classes and will be made in accordance with the following schedule:

Until the first scheduled meeting of class	100%
After the first scheduled meeting of class	80%
After the second scheduled meeting of class	60%
After the third scheduled meeting of class	40%
On the fourth scheduled meeting of class	25%

No refunds are made for withdrawals after the fourth scheduled meeting of class.

All refunds are based on the official withdrawal date, not the date of last class attendance.

Budgetary commitments require strict adherence to the policy regarding refunds. Appeals due to extenuating circumstances should be directed to the chair of the appropriate graduate program.

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.

Personal Policies

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.

Harassment

Rider reaffirms its desire to create an academic/work environment for all students, faculty, staff, and administrators that is not only responsible but supportive and conducive to the achievement of educational/career goals on the basis of such relevant facts as ability and performance. All students, faculty, staff, and administrators have the right to expect an environment that allows them to enjoy the full benefits of their work or learning experience. Harassment is any action that threatens, coerces, or intimidates an individual or a class of individuals because of their racial, sexual, ethnic, or religious identity or because of such characteristics as age or physical handicap.

Sexual Harassment

In keeping with its commitment to provide a safe environment for employment, teaching, and learning, sexual harassment is unacceptable and will not be tolerated at Rider University. The University will promptly investigate any complaint alleging sexual harassment.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicity a term or condition of an individual's employment or education;
2. Submission to or rejection of such conduct by an individual is used as a basis for employment or educational decisions; or
3. Such conduct unreasonably interferes with an individual's work or educational performance by creating an intimidating, hostile, or offensive work or educational environment.

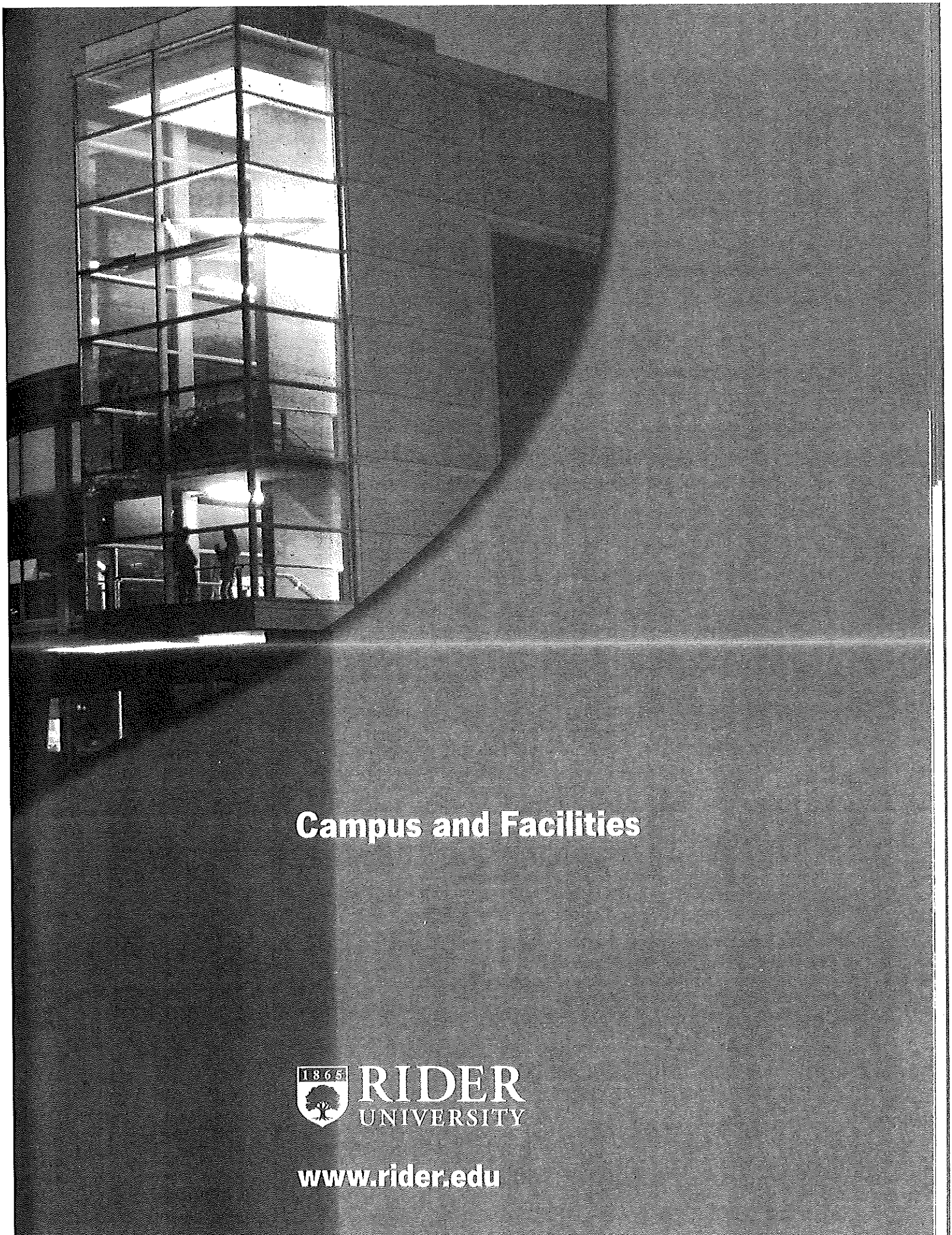
Nothing contained in this policy shall be construed either to limit the legitimate exercise of the right of free speech or to infringe upon the academic freedom of any member of the Rider community.

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.

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.



Campus and Facilities

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Campus and Facilities

Rider University's 280-acre Lawrenceville campus is in Lawrence Township, New Jersey, on Route 206, a quarter-mile south of I-95, five miles south of Princeton, and three miles north of Trenton. The modern facilities, designed to meet the academic, social, and recreational needs of the Rider community are clustered and within easy walking distance of one another. Ample parking is available.

Memorial Hall, the Science and Technology Center, the Fine Arts Center, the Joseph P. Vona Academic Annex, the Stephen A. Maurer Physical Education Building, and Anne Brossman Sweigart Hall contain the classrooms and laboratories for all curricula.

In the fall of 2005, the university community celebrated the opening of a new residence hall and a 42,000-square-foot Student Recreation Center. The new residence hall and three-story additions to Hill and Ziegler Halls on the north side of the main mall provide a sweep of attractive brick façade that stretches more than 550 feet. Across the campus mall, the Student Recreation Center features a state-of-the-art fitness center, three multi-purpose courts, elevated jogging track and new locker rooms. A glass-fronted 9,000-square foot atrium/lobby links the SRC with Alumni Gymnasium and is a gathering place for students. The new structures on both sides of the mall complement each other in look and style and are a visual example of the renewal taking place at Rider.

The University Libraries

Rider's libraries are at the center of intellectual life of the University, stimulating pursuit of free and critical intellectual inquiry through collaborative intellectual partnerships. A well-qualified faculty and staff supports the information needs of students, faculty, staff, alumni and friends by offering access to scholarly collections and information sources. Fostering the development of information literacy and enhancing connections between teaching and learning for life-long success is heavily emphasized. The libraries seek to provide welcoming surroundings conducive to the use and conservation of the diverse collections. Their Web site is www.rider.edu/library.

Lawrenceville Campus

The collection includes a wide variety of materials to meet a broad range of learning styles. Access to more than 450,000 print volumes, 616,000 microform volumes, more than 30,000 periodical titles in a mix of print and electronic formats, and a wide variety of electronic research tools make up the library. Housed in the Franklin F. Moore Library, these resources are available to students, faculty, staff, and visiting researchers.

Access to the Internet, the online catalog, a vast array of databases and other finding aids are provided in public areas as well as two instructional facilities in the library. A laptop loan program provides additional computing resources for use in the library.

A strong service program includes customized individual and group information literacy instruction, a vigorous reference service, and an inter-library loan program, as well as on-site access programs to many other libraries.

A new 24-hour study room provides comfortable seating in an attractive environment conducive to reading and study. More than 700 current periodicals in paper formats are attractively displayed, along with a large selection of current newspapers.

Viewing and listening rooms are available to complement the collection of moving image materials. In addition, the Amy Silvers Study Room is equipped to support the needs of students with special needs.

Princeton Campus

The library at Westminster Choir College is housed in the Katherine Houk Talbott Library Learning Center. These collections comprise more than 60,000 books, music scores and periodicals, approximately 5,000 choral music titles in performance quantities, a choral music reference collection of over 80,000 titles, 200 current periodical titles in print, as well as access to more than 34,000 titles electronically, and more than 25,000 sound and video recordings. Exceptional holdings are found in the library's special collections.

Talbott Library's score and sound recording collections cover all musical styles, genres, and periods at a basic level, but are concentrated more heavily in the areas of choral, vocal, keyboard, and sacred music. Of note are collected works of many individual composers, monuments of music, an extensive piano pedagogy collection, instructional material for music education in primary and intermediate schools, and holdings both broad and deep in choral music, keyboard music, and hymnals. The library collects multiple print editions of many music titles for comparison of editing practices and multiple recordings of many titles for comparison of performance practices.

Talbott Library shares in Rider University's online library system, available on the Web (http://library.rider.edu). An on-going project includes entering data for extensive choral music holdings into the international choral music databases, Musica (www.MusicaNet.org).

Bart Luedeke Center

Located on the lower level of the Bart Luedeke Center are the University Store, Cranberry's (a newly-remodeled café), opening onto the Bart Luedeke Center patio, the Rider Pub, the campus radio station (WRRC), and the offices of the College of Continuing Studies. Both Cranberry's and the campus pub have select evening hours.

On the second floor are the campus information desk, a 370-seat theater, the Cavalla Room (a multipurpose room adjacent to a terrace), and a TV lounge. The remainder of the floor houses some of the major student organizations in recently renovated offices – the Student Government Association, the Residence Hall Association, the Association of Commuter Students, the Student Entertainment Council, the Interfraternity Council, the Panhellenic Council, and the Minority Greek Council. Also located on the second floor of the Bart Luedeke Center is the Dean of Students Office along with many student affairs offices, including the Office of Campus Activities, the Multicultural Center, the Office of Residence Life, the Office of Student Administrative Services, the photo I.D. room, and the University ticket booth. These groups are all housed together in the Student Affairs Suite.

The University Art Gallery is located on the third floor of the Bart Luedeke Center. The Office of Student Financial Services, the Bursar, and the cashier's office are also found on the third floor. The Career Services Center is housed here along with the Fireside Lounge (Room 245).

Rider University Store

Located in the Bart Luedeke Center, the University Store is a full-service facility for the Rider community.

In addition to both new and used required books, a large selection of general reading and reference books, supplies, and Rider imprinted items is available. The store offers a complete line of greeting cards, gifts, and magazines, a wide assortment of food, snacks, health and beauty aids, and daily and weekly newspapers.

The store is open Monday-Thursday, 8:30 a.m. to 7 p.m., Friday, 8:30 a.m. to 4:30 p.m., and Saturday 10 a.m. to 2 p.m., as well as during the weekend prior to the beginning of each fall and spring semester and additional weekday evening hours at the beginning of each semester.

Office of Information Technologies

The office of information technologies is located in Centennial House. There are two general access lab containing PC computers and laser printers, one in the Fine Arts Center, and one in the Bart Luedeke Center. Open lab hours and locations are posted on the Office of Information Technologies Web page. In addition to these general access labs, there are kiosks containing PC computers in various locations on both the Lawrenceville and Princeton campuses. Other labs are located in Anne Brossman Sweigart Hall, Memorial Hall, Fine Arts Center, Science and Technology Center and the Talbott Library located at Westminster Choir College. Departmental lab hours may vary and are posted for each lab. Student assistants are available to aid in the use of both equipment and software.

Central computer systems provide electronic mail, conferencing, and Internet access tools. A wide range of programming languages, utilities, and statistical packages are available for instructional and research support. These systems are available 24 hours a day. Rider students can access these services without charge.

Department of Public Safety

The Department of Public Saftey is open 24 hours a day, including holidays. Public Safety should be contacted whenever there is an emergency (i.e., fire, medical, life safety) or a serious incident. The Public Safety department personnel can provide emergency transportation for disabled students. The emergency telephone number is 609-896-5321.

Career Services

The office of career services, located in the Bart Luedeke Center, serves students in several ways. Through individual counseling, small group sessions, the career services Web site and assistance in the career resource library, this office seeks to help students gather realistic information on which to base curricular choices and to begin making career decisions. Current information on specific occupations as well as general information on choosing a career field and job hunting is maintained online at www.rider.edu and in the career resource library. Early attention to realistic career alternatives and requirements can often prove helpful in planning satisfactory college programs.

General information on planning for graduate study and fellowship announcements is located in this office. Students considering graduate work are urged to make initial inquiries early in their college career in order to become aware of the wide variety of programs and financial aid opportunities.

The career services office assists students in planning their search for suitable employment. On-campus interviews are scheduled for seniors with representatives from the corporate world, not for profit, education and government. Recruiting interviews are held in the fall and spring. Assistance is available in preparing resumes and cover letters. Students are urged to gather references from faculty members at several points during their college careers. The office is open daily Monday through Thursday, 8:30 a.m. to 8 p.m., and until 5 p.m. on Friday.

Parking and Vehicle Regulations

Rider provides ample parking for students. All vehicles operated on the campus by Rider students must be registered with the security office and must display the proper identification decal. The cost for vehicle registration and a parking permit is included in tuition. Failure to register a vehicle and properly display the decal will result in a fine. Student parking is restricted at all times to the student parking lots. The conduct of official Rider business by a student will not be considered a valid reason for parking in any other area. Students are responsible for adhering to the campus traffic regulations. These regulations and further vehicular information are available from the offices of the dean of students and the College of Continuing Studies.

Hours of Operation

All administrative offices are open Monday through Friday, 8:30 a.m. to 5 p.m. (4:30 p.m. during the summer). The office of graduate admission is open Monday through Friday, 8:30 a.m. to 5 p.m., and until 8 p.m. on Thursday, by appointment.

Moore Library hours during the academic year are 8 a.m. to midnight, Monday through Thursday; 8 a.m. to 10 p.m., Friday; and 10 a.m. to 7 p.m., Saturday. Sunday hours are noon to 11 p.m. Summer sessions and other periods vary; see schedules as posted. A 24-hour study room is located in the front of the library.

The office of student financial services is open Monday through Friday, 8:30 a.m. to 5 p.m. (4:30 p.m. during the summer), and Saturday from 9 to 11:30 a.m. by appointment when Rider is in session.

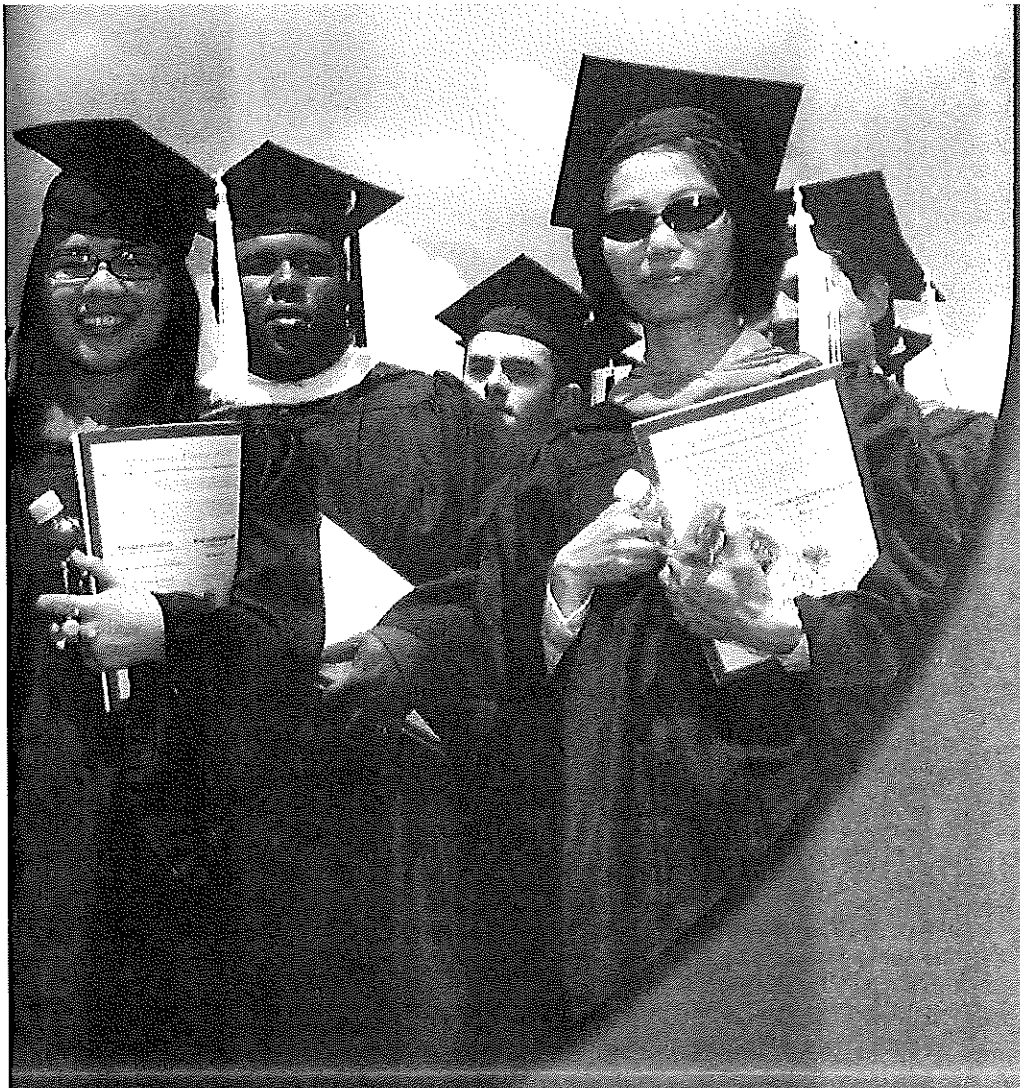
Cancellation of Classes

Ordinarily Rider will remain open and fully operational during snowstorms and other emergency situations. However, under extreme conditions it may become necessary to close Rider and to cancel classes. If such circumstances should arise, please call the Rider University information hotline at 609-219-2000, and select option 1. The Rider Web site will also announce cancellations.

In addition, the cancellation of classes for weather-related emergencies will be broadcast on:

KYW	1060-AM	Philadelphia
WCTC	1450-AM	New Brunswick
WPST	94.5-FM	Princeton
WBCB	1490-AM	Levittown
WKXW	101.5-FM	Trenton
WIMG	1300-AM	Trenton
WCBS	880-AM	New York

Philadelphia area radio stations cooperating with the KYW Storm Center will identify Rider by the number 923 for day classes and 2923 for evening classes.



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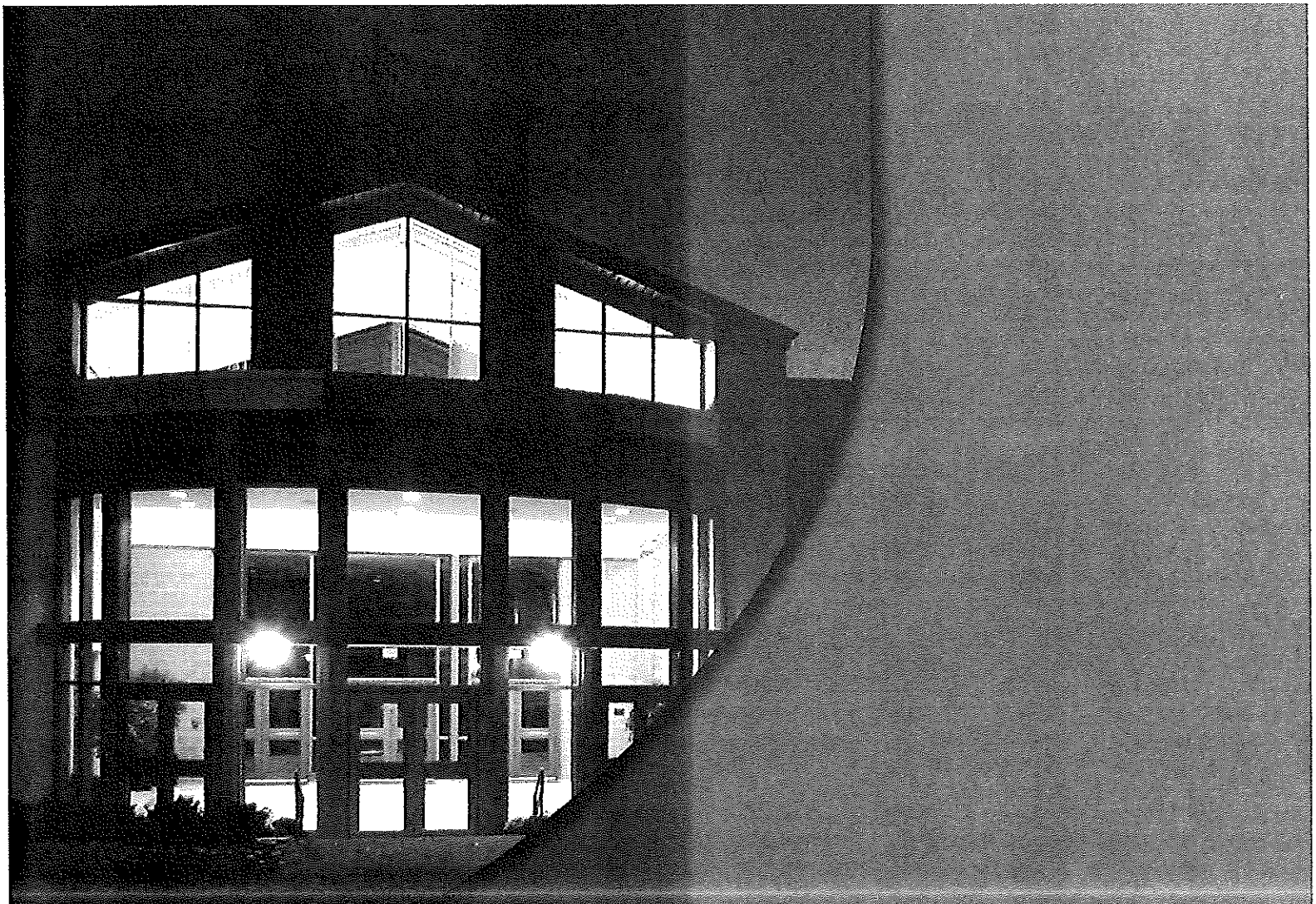

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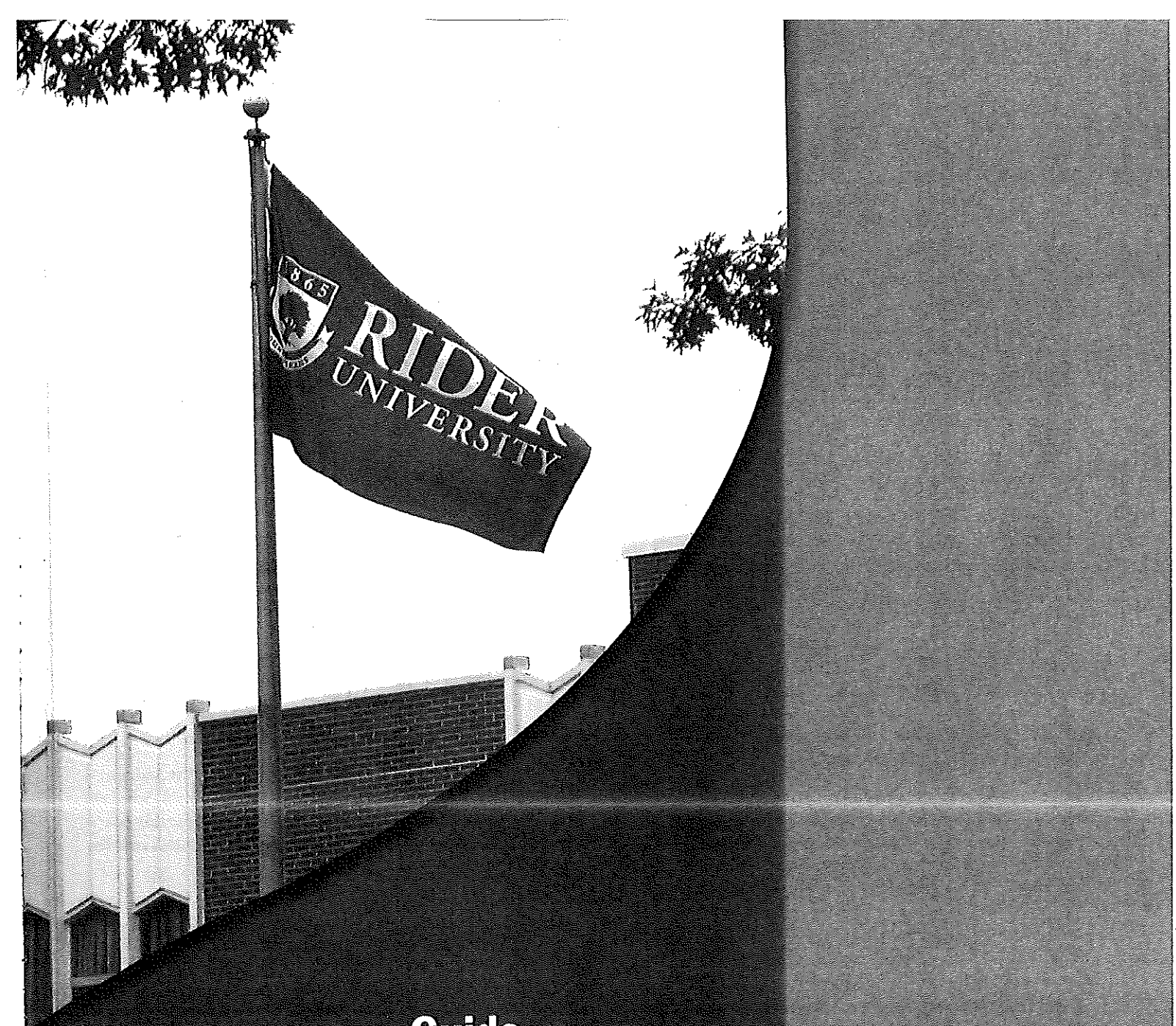

Guide

1865 RIDER UNIVERSITY

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Guide

This catalog contains curricular offerings of Rider University (Lawrenceville campus) for graduate students. Information about full-time and part-time undergraduate programs is available in a separate publication, available in the office of admission, the Continuing Studies office, and the offices of the deans.

Graduate students should refer to the Procedures and Policies chapter. All policies and procedures, including the University's judicial system and social code, are described in detail in The Source, a student handbook published by the office of the dean of students. Information specific to programs offered by business administration and education and human services is in each program's chapter, as are course descriptions and academic calendars.

Details about graduate programs at Westminster Choir College are in the Westminster Choir College Academic Catalog.

Students are expected to be familiar with the information in this catalog. Not reading the catalog does not excuse a student from responsibility for the rules and other information in the catalog.

Rider may, through its academic governance process, change its academic policies and its degree requirements at any time. Any major change will include an implementation schedule that will take into account the impact on currently matriculated students and will clearly establish the applicability of the change on those students. The provisions of the catalog are not to be regarded as an irrevocable contract between the student and Rider University. Rider reserves the right to change any provisions or requirements at any time.

Rider University does not discriminate on the basis of race, color, religion, national orgin, sex, sexual orientation, handicap/disability, age, or Vietnam-era disabled veteran status in employment, or in the application, admission, participation, access, and treatment of persons in instructional programs and activities. This policy statement covers all aspects of the employment relationship and admission to, access to, and treatment of employees and students in Rider University's programs and activities. While not federally mandated, this policy also prohibits discrimination on the basis of sexual orientation in the admission and treatment of students and employees in Rider University's programs and activities and in the hiring, treatment, promotion, evaluation, and termination of employees. The designated coordinator for compliance is the director of human resources and affirmative action in the office of human resources in room 108 of the Moore Library.

Rider University is designated a teaching university in the state of New Jersey pursuant to New Jersey Administrative Code 9:1-3.1 et seq.

Directions to Rider (Lawrenceville Campus)

From the New Jersey Turnpike:
Take Exit 7A (I-195 West). Follow I-195 West to the exit for I-295 North toward Princeton, exit 60 B. I-295 North will become I-95 South. Take Exit 7A (Route 206 South/Trenton). Rider is a quarter mile on the right.

From Route 1 South:
Take the exit for I-95 South toward Philadelphia. From I-95 South, tai Exit 7A (Route 206 South/Trenton). Rider is a quarter mile on the rigl

From the Garden State Parkway:
Take Exit 98 (I-195 West). Following I-195 West to the exit for I-295 North toward Princeton. I-295 North will become I-95 South. Take E 7A (Route 206 South/Trenton). Rider is a quarter mile on the right.

From I-295 North:
I-295 North will become I-95 South. Take Exit 7A (Route 206 Soutl Trenton). Rider is a quarter mile on the right.

From Philadelphia and South:
Take I-95 North (not the NJ Turnpike) through Philadelphia and in New Jersey. Once in NJ, take Exit 7A (Route 206 South/Trenton). Rider is a quarter mile on the right.

Public Transportation:
Regular bus service is available from New York City's Port Authority Terminal to Lawrenceville, with a stop at the Rider campus. Schedul should be checked with Suburban Transit. Greyhound provides bus service to Trenton from Philadelphia and New York. Amtrak and Ne Jersey Transit trains stop at Trenton.

For a map of the Rider University campus in Lawrenceville, please go to www.rider.edu.