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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
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.

Accreditations

The University’s many specialized accreditations attest to the quality of its academic programs. Rider is among the select business schools to have earned 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.

Rider is also accredited by the National Association of Schools of Music (NASM). In addition, Rider’s graduate counseling services program in the School of Education is accredited by the National Association of Counselors (NCATE). The undergraduate and graduate music programs of Westminster Choir College are accredited by the National Association of Schools of Music (NASM). The School of Education is regionally accredited by the Middle States Association of Colleges and Schools.

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 compter 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.
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 curriculums 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.

Mission Statement

The curriculum of the College of Business Administration 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 or create a personalized curriculum 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 programs highlight 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/mba 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 2009 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; and
- 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; and
- 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; and
- With the approval of the program director, students may take proficiency exams 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 seek tutoring support for the waived material in preparation of advanced courses.

Master of Accounting (MAcc)
www.rider.edu/macc

Course Requirements
The MAcc program consists of 30 semester hours at the graduate level, (609–895–5505). Students may elect to use the MBA electives to create concentrations. 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. Waivers of these courses follow the same guidelines as those defined for the MBA core courses discussed in the next section.

Required Graduate Accounting Courses
(MACC-600 Research in Financial Accounting
MACC-624 Auditing Practice and Problems
MACC-633 Fraud and Forensic Accounting
MACC-644 Issues in Managerial Accounting
MACC-655 Fraud Detection and Deterrance
MACC-665 Business Valuations: Fundamentals, Techniques and Theory
MACC-670 Accounting Internship (requires prior approval of the accounting department chairperson)

Elective Graduate Accounting Courses
Course No. Course Title
MACC-698 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 Deterrance
MACC-666 Business Valuations: Fundamentals, Techniques and Theory
MACC-670 Accounting Internship (requires prior approval of the accounting department chairperson)

The MAcc program consists of 15 semester hours at the graduate level, (609–895–5505). Students may elect to use the MBA electives to create concentrations.

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, 12–15 semester hours of elective courses and 24 semester hours of core courses. The 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, 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 Entrepreneurial 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 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 core 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 courses provide 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 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.

Business Administration
Where Learning Meets Your Life

Rider University Graduate Academic Catalog 2008–2009
Executive in Residence Program

Successful business executives, each with their own specialisation, 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 with business leaders, develop relationships with overseas firms, and get insight to classroom discussion during many of the courses in the program.

Application Procedures

To apply for admission to the MBA, EMBA, 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 score. 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 submission of all credentials are August 1 for the fall semester, December 1 for the spring semester and May 1 for the summer semester. Applications received after the official deadlines may be considered 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 admission 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 exceptions. Exceptions 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*

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 609-313-5096.

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.
This course examines the global applications of financial reporting. The theoretical and conceptual assessments of current reporting issues provide an introduction to fundamental accounting topics pertaining to fraudulent financial reporting and the firm. Integrates current management thinking and structure and development of decision support systems (DSS). Also included are the technical 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.
This course examines the relationship between the internal and external environments of the enterprise. Topics include (1) an understanding of the regulatory and market conditions that influence the enterprise's activities; (2) an analysis of the international monetary system, barriers to trade, and the role of the international capital market; and (3) the role of multinational corporations in the world economy. 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 role of marketing management in developing and implementing marketing information systems in making marketing decisions. Topics include specific research procedures for gathering, processing, analyzing and interpreting marketing research information, especially relevant to multinational organizations in the global marketplace. Prerequisite: Completion of MBA core courses.

MBAD-665 International Management 3 credits (e)

Examination of the world and scope of global marketing activities, including the theoretical framework of international marketing, foreign and multinational financial markets, competitive behavior of multinational enterprises and the role of the manager in managing these diverse environments. Prerequisite: Completion of MBA core courses.

MBAD-666 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 corporate restructuring decisions. Prerequisite: Completion of MBA core courses.

MBAD-667 Business to Business Marketing 3 credits (e)

To introduce students to the role, functions and tasks of the marketer in the healthcare sector. The course is designed to help students understand how incentives impact cost containment in healthcare. Prerequisite: Completion of MBA core courses.

MBAD-668 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, market research, product planning, channels of distribution, pricing policies and practices and the development of sales programs and service policies. Prerequisite: Completion of MBA core courses.

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

This is an advanced organizational behavior and theory course dealing primarily with the relations among organizations, organization members, and organization structure. Emphasizes the application of behavioral science research and theory to understanding the organization structure of large organizations. Examines environmental influence on the organization, alternative organization designs, organizational uncertain-
MBAD-673 Labor Relations and Collective Bargaining
3 credits (E)
Consider 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 techniques of effective bargaining and contract administration. Role playing in a simulated 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, dealing with international affairs, and international 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, systemic organizational interventions. The 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. 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 the diverse 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 a detailed 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)
Consider in depth the law relating to the role of goods, commercial transactions, and secured transactions as promulgated by the Uniform Commercial Code. Examines warranties, guarantees, remedies, and production 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 Business Law: Contracts or 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 MBA program and in anticipation of CPA law requirement. Prerequisite: Completion of MBA core courses.

MBAD-683 Employment Law for Business
3 credits (E)
The course will present issues and case law related to the commencement of employment relationship, terms and conditions of the relationship, discrimination in recruitment, termination, discharge and, unwelcome, and wrongful termination. The course will analyze these areas and their impact on business decision making. Prerequisite: Completion of MBA core courses.

MBAD-685 Legal and Ethical Aspects of International Business
3 credits (E)
A study in issues affecting international business and multinational corporate policy and worldwide strategy and planning. Explores the implications of globalization, international dispute resolution, laws and treaties on trade and foreign investment, international labor issues, marketing, licensing and technology transfers, foreign 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/course development. Prerequisite: Completion of MBA core courses.

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

MBAD-687 Internship
3 credits (E)
In making supplement in-class learning with practical training, an internship may be taken for three elective credits. The internship may 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 advanced core courses. Prerequisites: Completion of MBA core courses.

MBAD-688 Health Law
2 credits (E)
The purpose of this course is to analyze the role of the health care provider in promoting the quality of health care. The course will focus on the role of the health care provider in promoting the quality of health care; ensuring 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 include in-class 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 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 training, 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 for students to experience the 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 for conducting outside readings and project/course development. Prerequisite: Completion of MBA core courses.

MBAD-695 Internship
3 credits (E)
In making supplement in-class learning with practical training, an internship may be taken for three elective credits. The internship may 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 advanced core courses. Prerequisites: Completion of MBA core courses.

MBAD-730 Economic Analysis and Finance
3 credits (E)
The purpose of the course is to provide students the analytical skills required to understand complex real-world situations in order to develop and implement appropriate marketing and financial strategies. The decision-making processes in the management of product planning, pricing practices, selection of channels, and controlling distribution and development of effective promotional programs are covered. Prerequisite: Completion of MBA core courses.

MBAD-731 Marketing Analysis and Decision Making
3 credits (E)
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 investment decision-making under a variety of settings. The course emphasizes integration between economic analysis and financial decision making. Prerequisites: Completion of MBA core courses and calculus.
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 these 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, and Counseling

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
17 / Friday Registration begins for spring semester
21 / Tuesday Last day to withdraw from classes with student discretion

November
8 / Saturday Comprehensive Exams
15 / Saturday 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
26 / Monday Last day to add classes

February
6 / Friday Last day to drop classes
15 / Sunday Matriculation application deadline

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 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. It is our goal 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 practicing 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 study 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 specialist 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 credits. 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 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 of 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 catalog 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 toward a graduate degree or certification program in the Department of Graduate Education, Leadership, and Counseling:
1. Receiving two grades of “F” in graduate course work.
2. Receiving any grade of “C” (C+, C, or C- or lower) in more than two graduate courses.
3. Not achieving a grade point average of 3.0 after taking twelve or more graduate credits at Rider University.
4. Failing the comprehensive examination for the second time (permits only to students enrolled in degree programs that require the examination).
5. Failure to complete degree requirements in six years.
6. 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
• Reading/Language Arts
• Curriculum, Instruction and Supervision
• Educational Administration
• Teaching
• Reading/Language Arts
• Special Education
• Organizational Leadership

The M.A. degree is offered in the following areas:
• Counseling Services, page 30
• Curriculum, Instruction and Supervision, page 32
• Educational Administration, page 34
• Teaching, page 40
• Reading/Language Arts, page 37
• Special Education, page 38
• Organizational Leadership, page 36

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

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
- 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.

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 approved 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)

<table>
<thead>
<tr>
<th>Course No.</th>
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<tr>
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</tr>
<tr>
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<tr>
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**Group II—Field Experience**

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<tr>
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<td>COUN-581</td>
<td>Secondary School Counseling Practicum</td>
</tr>
<tr>
<td>COUN-585</td>
<td>Individual Counseling Practicum</td>
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<tr>
<td>COUN-590</td>
<td>Internship in Counseling I</td>
</tr>
<tr>
<td>COUN-591</td>
<td>Internship in Counseling II</td>
</tr>
<tr>
<td>COUN-690</td>
<td>Internship in Counseling Specialty I</td>
</tr>
</tbody>
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**Group III—Special and Related Areas**

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<td>COUN-535</td>
<td>Holistic Wellness Counseling</td>
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**Course Requirements for an Ed.S. in Counseling Services**

**Group I—Professional and Psychological Foundations**

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<tr>
<td>COUN-535</td>
<td>Holistic Wellness Counseling</td>
</tr>
</tbody>
</table>
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 Design and Development
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 sensibly 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. 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 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 | EDPS-510 | Educational Psychology and Human Behavior
- (12 hours) | | 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 | Child and Adolescent Counseling Psychology
- | | 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 Achievement and Behavior
- | | EDPS-535 | Assessment and Intervention II: Curriculum-Based Measures

**Course No. | Course Title**

- EDPS-509 | Assessment and Intervention III: Intelligence and Cognitive Abilities
- EDPS-510 | Assessment and Intervention IV: Behavioral and Social-Emotional Needs
- EDPS-570 | Advanced Interventions for Children, Adolescents and Families
- EDPS-581 | Practicum in Assessment of Intelligence (100 hours)
- EDPS-582 | Practicum in Social-Emotional Needs (100 hours)
- EDPS-584 | Practicum in Curriculum-Based Measures (100 hours)

**Consultation** (4 hours)

**Course No. | Course Title**

- CNPY-515 | Consultation in School and Agency Settings
- EDPS-583 | Practicum in Consultation in School and Agency Settings

**Research** (6 hours)

- EDUC-500 | Introduction to Research
- EDPS-521 | Statistics and Quantitative Data Analysis

**Professional Practice** (9 hours)

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

**Electives** (9 hours)

- Education and Treatment of Students with Special Needs (3 hours)
- SPED-535 | Instructional Practices for Students with Mild Disabilities
- SPED-535 | Instructional Practices for Students with Severe Disabilities

**Counseling Psychology** (6 hours)

- COUN-550 | Counseling Techniques Laboratory
- CNPY-518 | Counseling Children and Adolescents: Diagnosis and Treatment

**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 specific requirements 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 considered 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 at least 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;
- 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 Educational 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 considered 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 compatibility for a career in this field;
6. An on-site writing sample to be completed on the day of the group interview. The purpose of this writing activity is to assist faculty in assessing the applicant’s likelihood of success in meeting the written expression demands of the program;
7. Submission of results from either the General Records Examination (GRE) or Miller Analogies Test (MAT).

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
COUN-505 Counseling Psychology Theories
COUN-514 Psychotherapy
COUN-520 Multicultural Counseling and Psychotherapy
COUN-530 Legal and Ethical Issues in Counseling
EDPS-503 Measurement, Tests and Assessments in Counseling
EDPS-506 Human Growth and Development
EDUC-580 Elementary School Counseling Practicum
EDUC-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 Counseling Psychology Theories
EDUC-550 Counseling Techniques Laboratory
COUN-500 Introduction to Counseling Services
COUN-520 Counseling Psychology Theories
EDPS-503 Measurement, Tests and Assessments in Counseling
EDPS-506 Human Growth and Development
EDUC-580 Elementary School Counseling Practicum
EDUC-581 Secondary School Counseling Practicum
COUN-590 Internship in Counseling Services I
COUN-591 Internship in Counseling Services II

Community Counseling

Group I (33 semester hours)

Course No. Course Title
COUN-500 Introduction to Counseling Services
COUN-505 Counseling Psychology Theories
COUN-514 Psychotherapy
COUN-520 Multicultural Counseling and Psychotherapy
COUN-530 Legal and Ethical Issues in Counseling
EDPS-503 Measurement, Tests and Assessments in Counseling
EDPS-506 Human Growth and Development
EDUC-580 Elementary School Counseling Practicum
EDUC-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 Counseling Psychology Theories
EDUC-550 Counseling Techniques Laboratory
COUN-500 Introduction to Counseling Services
COUN-520 Counseling Psychology Theories
EDPS-503 Measurement, Tests and Assessments in Counseling
EDPS-506 Human Growth and Development
EDUC-580 Elementary School Counseling Practicum
EDUC-581 Secondary School Counseling Practicum
COUN-590 Internship in Counseling Services I
COUN-591 Internship in Counseling Services II

Group III (6 semester hours)

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

Group IV (3 semester hours)

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

Where Learning Meets Your Life
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 states other than New Jersey.

Admission into the Non-Degree Program is limited.

PPCS-510  Seminar in Probation and Parole Counseling Services

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 Certification. 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 are required from a current principal or supervisor, or from a second reference from another administrator.
4. Submission of an interview with the program coordinator.
5. An interview with the program coordinator and a recommendation for acceptance into the degree program.

Degree Requirements
Degree requirements refer to the Standards of the National Policy Board for Educational Administration, utilized by the Educational Leadership Constituent Council (ELCC).

1. Master's degree requirements.
2. Candidates will demonstrate course understandings through an actual classroom and school application that is 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 Constituent 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” as referenced to state adopted core curriculum content standards and professional development standards.
5. Submit the Leadership Growth Projects portfolio.
6. Pass the required comprehensive examination in Curriculum, Instruction, and Supervision.
7. Complete a comprehensive and sustained internship throughout enrollment in the program.

Course Requirements
(36 semester hours)

Group I—Core Courses
(24 semester hours)

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

Group III—Electives
(6 semester hours)

Supervisor Certification Program for New Jersey
This program is designed for experienced and fully-licensed 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 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 design (N-12); and a practicum in supervision where students will be expected to complete a mentorship 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.
Master of Arts in Educational Administration (36 semester hours)

Program Description

The program in Educational Administration at Rider University prepares candidates for leadership positions at all 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 collaborative and collegial academic environment that promotes inquiry and discovery, personal growth and initiative, and professional development. Both Option Sequences build upon and reference the State of New Jersey requirements. The Certificate of Advanced Study in Educational Administration is approved by the State of New Jersey to meet the established certification 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
CURR-531 Curriculum Development and Design
CURR-532 Strategies for Curriculum Change or CURR-538 Curriculum and Instructional Improvement
EDAD-501 Seminar and Practicum in Supervision
EDAD-509* School Fiscal Management and Accounting
EDAD-511 Applying 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)
EDU-301* Methods in Teaching
EDUC-515 Issues in American Schools and Society
EDUC-571* Educational Psychology
EDUC-590* Graduate Research Seminar
Group II—Supervision

(6 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)

Certification 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-514) 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 programs have 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.

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 recommenda-
tion from a current director or school administrator and a second letter of recommendation from either another administrator, or an immedi-
ate supervisor or a team leader. Students applying from a non-school setting must supply equivalent letters from current supervisors.
4. Admission of an initial personal leadership platform statement in educational administration.
5. An interview with the program coordinator and a recommendation for acceptance into a 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 Licensee Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council (ELCC).
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 (fall).
6. Submit the Leadership Growth Portfolio Project.
7. Pass the required comprehensive examination in educational administration;

Admission 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 programs 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 comprehensive internship experience begins and is documented from the first course, and the “capstone” internship experience (EDAD-591) concludes the program.

Group I—Leadership and 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)
EDUC-515 Issues in American Schools and Society

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.

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 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)
EDUC-515 Issues in American Schools and Society

Rider University Graduate Academic Catalog 2008–2009
School Business Administrator Certification Program
(School Business Administrator certificate)

This program is designed for candidates who aspire to a leadership position in a school business administrator. Candidates for the certification program must 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 the standards of the New Jersey Administrative Code (N.J.A.C. 6A:9-12.7), as well as to 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 Certification Sequence
EDAD-501 Educational Leadership and Organizational Theory
EDAD-507 Education and the Law
EDAD-509 School Fiscal Management and Accounting
EDAD-512 School Facility Planning and Development
EDAD-511 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 they operate. The knowledge and skills that students will attain through the study of leadership can help them advance in their careers as specialists in 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. Complete with the general requirements concerning graduate study at the master’s 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-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-611 Electronic Commerce
MBAD-618 Healthcare Information Systems
MBAD-668 Healthcare Marketing
MBAD-669 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-501 Information Systems
MBAD-511 Information Systems
Select three of the following courses:
MBAD-610 Databases
MBAD-611 Electronic Commerce
MBAD-618 Healthcare Information Systems
MBAD-666 Selected Topics in CIS—Project Management
MBAD-666 Selected Topics in CIS—Globalization and Telecommunication

Course No. Course Title
EDUC-508 Foundations of Community Counseling
CNPY-514 Psychopathology
COUN-519 Substance Abuse Counseling
COUN-550 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
Select 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
EDUC-551 Digital Media Communication
COM-564 Communication and Diversity in the Workplace

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 the 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
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 undergraduate degree with a minimum GPA of 3.0 in their graduate courses.
5. Successful completion of the comprehensive examination.
3. Two current professional letters of recommendation.
4. At least one letter must be from a district or school administrator or immediate supervisor.
5. 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. Satisfactory completion of all requirements for matriculated status. Students may apply for matriculation when they have completed 9–15 credits in the program.

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.

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 Literatures and 3 semester hours in Linguistics)
Course No. Course Title
READ-510 Foundations of Linguistics and Psycholinguistics
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.

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 35-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 those who are currently preparing 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.

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 credit hours 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 (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 (Prerequisites: 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
ECIED-507 Emergent Literacy P-3
ECIED-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 endorsement. Some of these certifications have been presented in the section on Master’s degrees within the appropriate program. Those 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 MATG 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 course 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 MATG program. It is recommended that the candidate has minimum two years teaching experience. The candidate’s current teaching situations 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 course 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.

Completion Requirements

The candidate must be a practicing pre-K–12 teacher for entry into the MAT program. It is recommended that the candidate has minimum two years teaching experience. The candidate’s current teaching situation will serve as the focal point for the candidate’s action research project. In addition, the following admission requirements must be satisfied:

1. A completed application form, with a nonrefundable application fee;
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 must be from a director of school administration, 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 curriculum 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)

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

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

Group III—Electives and Practicum

(3 semester hours)

Course No. Course Title
EDUC-532 Introduction to Research
EDUC-531 Research Statistics and Data-Based Decision Making
EDUC-580 Practicum in Conducting Classroom Research
EDUC-581 County and Teaching and Learning Research in Music Education
EDUC-582 Music in Secondary Education
EDUC-583 Music in Elementary Education
EDUC-584 Music in Elementary Education
EDUC-585 Practicum in Conducting Classroom Research

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 initial 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.

Where Learning Meets Your Life

Rider University Graduate Academic Catalog 2008–2009

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Where Learning Meets Your Life

Rider University Graduate Academic Catalog 2008–2009

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1. A completed application form with application fee.

2. Completion of GLTP-500 with a C+ grade or better.

3. Completion of a teaching portfolio.

4. A final interview with admission personnel.

5. Nine undergraduate or graduate credits in courses from the behavioral sciences (psychology, educational psychology, sociology, educational administration, sociological 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 hour (full-time student teaching in a school setting plus a periodic campus-based seminar).

Elementary Education Certification (K–5)

<table>
<thead>
<tr>
<th>Course No.</th>
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<tbody>
<tr>
<td>GLTP-500</td>
<td>Conceptual Frameworks for Teaching and Learning</td>
</tr>
<tr>
<td>GLTP-503</td>
<td>Curriculum and Instruction in Reading/Language Arts: Early Literacy (best for teachers of K–4)</td>
</tr>
<tr>
<td>GLTP-508</td>
<td>Curriculum and Instruction in Reading/Language Arts: Literacy and Learning in Content Areas (best for teachers of 5–12)</td>
</tr>
<tr>
<td>GLTP-510</td>
<td>Curriculum and Teaching in the Elementary School I: Mathematics</td>
</tr>
<tr>
<td>GLTP-515</td>
<td>Curriculum and Teaching in the Elementary School II: Science, Social Studies and the Arts</td>
</tr>
<tr>
<td>GLTP-570</td>
<td>Seminar and Internship in Teaching</td>
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Early Childhood (P–3) Certification

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<td>GLTP-500</td>
<td>Conceptual Frameworks for Teaching and Learning</td>
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<tr>
<td>ECED-512</td>
<td>Observation and Assessment in Early Childhood Education</td>
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<tr>
<td>ECED-507</td>
<td>Emergent Literacy P:3</td>
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<tr>
<td>ECED-540</td>
<td>Developmental Curriculum and Materials in Early Childhood Education</td>
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<td>Seminar and Internship in Teaching</td>
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Business Education Certification

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</tr>
<tr>
<td>GLTP-520</td>
<td>Curriculum and Teaching in Middle/Secondary Schools</td>
</tr>
<tr>
<td>BSED-530</td>
<td>Emerging Instructional Strategies in Business Education</td>
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<td>GLTP-570</td>
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Science Education Certification

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English Education Certification

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Social Studies Education Certification

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Mathematics Education Certification

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World Language Education Certification

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<td>Curriculum and Instruction in Reading/Language Arts: Literacy and Learning in Content Areas</td>
</tr>
<tr>
<td>GLTP-520</td>
<td>Curriculum and Teaching in Middle/Secondary Schools</td>
</tr>
<tr>
<td>EDUC-521</td>
<td>Teaching a Second Language</td>
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<tr>
<td>GLTP-570</td>
<td>Seminar and Internship in Teaching</td>
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English Language Learning (ELL) Education Certification

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<tr>
<td>GLTP-500</td>
<td>Curriculum and Teaching in Middle/Secondary Schools</td>
</tr>
<tr>
<td>EDUC-521</td>
<td>Teaching a Second Language</td>
</tr>
</tbody>
</table>

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.

Endorsement Program

General Application Requirements

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

Cooperative Education Coordinator

Program Description

River 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.

Application Dates

Contact the Office of Graduate Admission for application deadlines: 609-896-5036 or gradadm@river.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.

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 membership on the job in a New Jersey school, the certificate becomes valid for the lifetime of his 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 equivalence of a liberal arts and science undergraduate major or a subject-area major. The elementary education prerequisite is any liberal arts and science undergraduate 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 (K–12)
- 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 for application.

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 (80 semester hours). Each subject specialty certification (for example 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 administration, sociological 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.
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, procedures 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 administrative and supervisory services of business and vocational education is the primary goal.

BSED-508 Organizing and Administering Coop-erative 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 data relative to program approval, teacher coordinator certification, work agreements, laws, funding, reporting, supervising of student learners, related instruction, student wages, and vocational student orientation. 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 to supervise-cooperate 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/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 students in these programs will be included. Special attention is given to the role of vocational student organizations and advisory committees.

BSED-510 Directed Study and Research in Business Education 1–3 credits

Prepares the student with an opportunity to complete a project, resolve a problem, or pursue a major activity that may 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 goal. Prerequisite: 4 credits in key-learning and/or computer applications.

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 communication. Special emphasis is placed on major issues and paradigms. This course will also help students develop necessary digital media production and evaluation skills and 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 manage those differences towards maintaining a workplace that promotes good employee relationships, and ultimately, good productivity for the organization.

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-505 Group Counseling 3 credits

Analyzes the historical development of group treatment methods, theories, practices, methods for appraising outcomes of treatment, etc. Includes critique of recordings, demonstrations, and students' own group experiences as counseling group processes. Prerequisites: 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 through the use of case studies, relevant articles, and drug and alcohol literature, 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-dependents and how they were infected in alcoholic families as well as other dysfunctional families. Symposium will explore the areas of problems with intimacy, trust, eating disorders, self-esteem, love relationships and the differences among co-dependents. Specialized approaches to treating these areas will be discussed. (Courses will involve lecture, discussion and 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 applies major cultures and dimensions of human similarities and differences. Examines and personalizes the social-psychological and behavioral implications of these similarities and differences. Examines issues of racism, reverse racism, age and handicapping 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 presentation or multicultural discovery project is required.

COUN-524 Group 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, developmental, diagnosis, self-esteem, depression, violence and sexual abuse, the feminization of poverty, and the importance of relationship for women. Presents an overview of feminist psychology 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 responsibilities of the counselor and psychotherapist. Discusses legal liabilities and malicious practice arising from constitutional, tort, contract, family, privacy, and criminal laws. Examines client rights and counselor duties and responsibilities. Explores legal, ethical, and professional responsibilities of third party payment, informed consent, medication, data documentation, client termination and abandonment. Advertisements 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 prevention, dual relationships and to regional and legal 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) and positive psychology (e.g., hope, forgiveness, 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 with application to self-motivation opportunities for both observation and participation in counseling activities. The purpose of this course is to prepare students with their initial counseling experience under closely supervised conditions. The focus of this course is the development of basic skills in counseling through experiences that develop a counselor's ability to apply techniques as an independent counselor. Prerequisite: COUN-500, CNPY-502, or EDPS-513.
COUN-580 Elementary 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. Prerequisite: To be taken semester prior to COUN-590.

COUN-585 Group Counseling Practicum 3 credits
A supervised experience in group counseling. Each student is expected to screen and select prospective clients and participate in 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 group. Students registering for this course should consult the instructor the semester prior to the course being offered. Prerequisite: To be taken semester prior to COUN-590.

COUN-586 Independent Study and Research in Counseling Services 3 credits
A self-directed study or research experience extending the students' critical awareness, knowledge, or skills as a counselor. Only to be taken after approval by the student’s advisor and the faculty supervisor. Prerequisite: COUN-500.

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 supervisor, principal, or other appropriate administrative personnel must be obtained prior to placement. The student must also submit in writing a description of clinical activities available in the field prior to the beginning of the placement. Students will be required to attend a weekly seminar in which each student will present and/or discuss their work at the agency as it relates to the internship experience. The internship in counseling is evaluated both by the agency supervisor and the faculty advisor. Prerequisite: COUN-590.

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 (in addition to those activities that 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 student’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 supervisor must be obtained prior to the actual placement. Prerequisite: COUN-590 and all other required course work must be completed or in progress prior to the course being offered. Prerequisite: To be taken semester prior to COUN-590.

COUN-600 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 are applied to counseling situations and transitions throughout the adult life span. This course includes and practi- cal implications of significant research that has contributed most to the knowledge of human development of the adult and aging will be examined.

CNPY-516 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 along 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 behavior change interventions with consultation in approved placements.

CNPY-517 Advanced Psychopathology 3 credits
An in-depth study of psychopathology with emphasis on developmental and personality disorders, and psychopathological dis- orders. 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 and relationship to specific disorder classifications. Prerequisite: CNPY-514 or permission of instructor.

COUN-515 Supervision: Issues, Concepts and Methods 3 credits
This course introduces and critically exam- ines the concepts that arise in the supervision of counseling and psychotherapy practitioners and trainees. Methods and techniques of supervision are presented to enable students to become knowledgeable and skilled providers of proficient clinical supervision. Psychotherapeutic, behav- ioral, integrative, systems, experiential, and developmental models of supervision are studied. The unique problems encountered in group, family, and couples counseling supervision are also discussed. The ethical, legal, and multicultural issues. Administrative and contemporary issues such as inter- and intra-agency supervision, inter-agency communication, record keeping, evaluation, and taping of counseling sessions are examined.

COUN-518 Counseling with Children, Adolescents, and Families 3 credits
This course will emphasize counselor and consultate behaviors that facilitate the help- ing process with children, adolescents, and their families. Information and activities will be provided that address, ethnic, and developmental considerations in counseling children and adolescents. Issues and practices related to crisis intervention will be explored. Prerequisite: EDPS-503.

CUNP-519 Elementary School Counseling Practicum 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 design- ing 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 evalu- ating curriculum outcomes are used as steps for developing the curriculum. Students investigate the roles teachers, supervisors, and administrators play in implementing curriculum in schools. Students will demonstrate course understandings through actual classroom and school applications that are referred to state adopted curriculum content and professional standards, the Standards for School Leaders of the Interstate School Leaders Licensure Constituent Council, and the candidate proficiencies developed by the Educational Leadership Constituent Council. Prerequisite: CUNP-531.

CNPY-520 Counseling Theory 3 credits
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 and relationship to specific disorder classifications. Prerequisite: CNPY-514 or permission of instructor.

COUN-520 Psychological Development of the Adult and Aging 3 credits
Surveys psychological principles applied to counseling services with emphasis on develop- mental processes, individual differences, and mental health. Concepts and theoretical orientations are applied to counseling situations and transitions throughout the adult life span. This course includes and practi- cal implications of significant research that has contributed most to the knowledge of human development of the adult and aging will be examined.

COUN-521 Educational Leadership and Counseling 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, imple- menting 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 that will mean 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 referred to state adopted curriculum content and professional standards, the Standards for School Leaders of the Interstate School Leaders Licensure Constituent Council, and the candidate proficiencies developed by the Educational Leadership Constituent Council. Prerequisite: CUNP-531.

COUNP-531 Supervision: Issues, Concepts and Methods 3 credits
This course introduces and critically exam- ines the concepts that arise in the supervision of counseling and psychotherapy practitioners and trainees. Methods and techniques of supervision are presented to enable students to become knowledgeable and skilled providers of proficient clinical supervision. Psychotherapeutic, behav- ioral, integrative, systems, experiential, and developmental models of supervision are studied. The unique problems encountered in group, family, and couples counseling supervision are also discussed. The ethical, legal, and multicultural issues. Administrative and contemporary issues such as inter- and intra-agency supervision, inter-agency communication, record keeping, evaluation, and taping of counseling sessions are examined.

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 supervisor, principal, or other appropriate administrative personnel must be obtained prior to placement. The student must also submit in writing a description of clinical activities available in the field prior to the beginning of the placement. Students will be required to attend a weekly seminar in which each student will present and/or discuss their work at the agency as it relates to the internship experience. The internship in counseling is evaluated both by the agency supervisor and the faculty advisor. Prerequisite: COUN-590.

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 (in addition to those activities that 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 student’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 supervisor must be obtained prior to the actual placement. Prerequisite: COUN-590 and all other required course work must be completed or in progress prior to the course being offered. Prerequisite: To be taken semester prior to COUN-590.

COUN-595 Counseling 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 along 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 behavior change interventions with consultation in approved placements.

COUN-596 Supervision: Issues, Concepts and Methods 3 credits
This course introduces and critically exam- ines the concepts that arise in the supervision of counseling and psychotherapy practitioners and trainees. Methods and techniques of supervision are presented to enable students to become knowledgeable and skilled providers of proficient clinical supervision. Psychotherapeutic, behav- ioral, integrative, systems, experiential, and developmental models of supervision are studied. The unique problems encountered in group, family, and couples counseling supervision are also discussed. The ethical, legal, and multicultural issues. Administrative and contemporary issues such as inter- and intra-agency supervision, inter-agency communication, record keeping, evaluation, and taping of counseling sessions are examined.

Counselling Psychology

EDUCATION, LEADERSHIP, AND COUNSELING

Where Learning Meets Your Life

Rider University Graduate Academic Catalog 2008—2009
This course establishes the implemented rationale and research as a part of educational leadership research and practice. Students will examine instructional strategies as they pertain to the foreign language classroom. 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 assessment given to the language teacher, training, and teaching standards and instructional strategies and methods of program evaluation.

This course establishes the implemented findings on effective practices, realizing curriculum, instruction and/or supervision. Implications drawn from the Inc. Disabilities Education Act. Multicultural issues will be introduced within the context of school and society. The need for ability of the language leader in sustaining 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 proficiencies developed by the Educational Leadership Constituent Council. Prerequisites: CURR-531 and CURR-538.

This course is designed to promote reflective inquiry and decision-making about classroom instruction. Students identify a problem of 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 literature research to gain insights about and develop solutions to the identified problem. Permission of the instructor is required to enroll.

This course is designed to allow students to focus on individual and group learning by using the classroom as a basis for observation, insights and action. Through peer teaching, audio and video recording, 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.
EDUC-521 Teaching a Second Language 3 credits
This course examines major trends, issues and component issues 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 Higher Education Administration 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 consider the mission and philosophical foundations of the profession, especially in its goal of addressing students’ economic, cultural, personal, and academic needs. Understanding the characteristics and changing demographics of student populations will be correlated with appropriate preparation and continued professional development of the practitioner.

EDUC-535 Legal and Ethical Issues in Higher Education 3 credits
This course covers 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 carries 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 the 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-550 to 559 course numbering is designed to permit students to enroll in one or more than one version of the course to fulfill concentration requirements. (Course is offered on a scheduled basis.)

EDUC-560 Examining 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 special 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.

EDUC-570 Educational Administration (EDAD) 3 credits
This course examines major trends, issues and component issues 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.

EDAD-501 Educational Leadership and Organizational Theory 3 credits
This introductory course will provide leadership candidates with a framework for understanding the issues and problems that will be addressed in the major trends, innovations, complex, and rapid changes that are occurring in our society and, in particular, the educational system. The core of this course is the history of educational philosophy and the issues that have shaped educational policy and practice. The course will provide an interdisciplinary overview of the educational system, the role of educational leaders, and the options available to leadership candidates in the planning and management of educational programs.

EDAD-503 Education and the Law 3 credits
This course will address legal issues and challenges confronting educational leaders in schools and school systems. The course will be introduced to various legal requirements that pertain to educational systems. Legal concepts and case law will be discussed along with the legal implications for the role of teachers. Students will be introduced to various legal issues and concepts related to the educational system and the community will be introduced and examined. Some of the topics covered will include: legal issues related to the Individuals with Disabilities Education Act and the Americans with Disabilities Act; No Child Left Behind policy and mandates; state and federal legislation; state issues; freedom of speech rights of students, teachers and extracurricular groups; curriculum development and implementation; rules governing student and staff conduct; creating and enforcing policies that address student conduct, 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-504 School Financial Management and Accounting 3 credits
This course examines the historical precedents and current procedures that regulate and control the funding and financial management 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 topics; determining taxation rates; and, developing short-term and long-term sources of revenue. The impact of state imposed “cap” regulations and negotiated bargaining unit benefit packages and bargaining codes will be addressed to possible budget growth and development. Enrollment, revenue, and cash flow projections, policy, procedure, and code, are rules and regulations 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 Leadership in School Business Administration 3 credits
The educational leadership required to establish an effective relationship between school business community and stakeholders is the primary focus of this course. The professional and legal responsibilities associated with the school business administrator are considered. The role of the school fiscal officer, the business administrator to manage the organization and resources used in the budget planning process and issues related to the effective and efficient operation of school district, will be reviewed. Specific topics will be addressed to 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 business administrator’s role in the development of strategic planning models; traditional and contemporary leadership approaches; the development of pedagogical technical training to graduate students in educational 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 definable benefits; service, transportation, and facility operations; quality 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-507 Education and the Law 3 credits
This course will address legal issues and challenges confronting educational leaders in schools and school systems. The course will be introduced to various legal requirements that pertain to educational systems. Legal concepts and case law will be discussed along with the legal implications for the role of teachers. Students will be introduced to various legal issues and concepts related to the educational system, and the community will be introduced and examined. Some of the topics covered will include: legal issues related to the Individuals with Disabilities Education Act and the Americans with Disabilities Act; No Child Left Behind policy and mandates; state and federal legislation; state issues; freedom of speech rights of students, teachers and extracurricular groups; curriculum development and implementation; rules governing student and staff conduct, creating and enforcing policies that address student conduct, 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-509 Seminar and Practicum in Supervision 3 credits
This course requires the student to self-assess supervisory leadership strengths for the purpose of developing 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 develop their understanding of supervisory theory and best practice and apply this knowledge to the development and refinement of a professional leadership platform. Considerable attention is placed on understanding the ethical biases 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 EDD-538, and EDD-509.

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 engage in group processes, their own personal and social skills, and personal skills facilitating the development of helping and caring relationships with faculty and students and engage in critical communication with stakeholders concerned with improving teaching and learning. Students will evaluate relevant 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.
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 plans review procedures by state and local officials; the referenced 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, energy conservation measures, and the utilization of school buildings and the greater community will be overarching themes developed. Students will demonstrate course understanding 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 "general 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 state-base 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 dialogues 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 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. Prerequisite: EDAD-501 and EDAD-514.

EDAD-592 Seminar/Practicum in Educational Leadership 3 credits
This is the second of two "capstone" internships courses required of the human resource program in educational administration. 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 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. Prerequisite: EDAD-591.

EDPS-506 Psychological Development of the Child and Adolescent 3 credits
Surveys of psychological principles applied to counseling services with emphasis on development 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-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 in 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 learning processes 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 furthers the student's understanding of the nature and purpose of psychological testing and the selection of test materials. Emphasis will be placed on the interpretation and use of intelligence tests to make decisions about a child's educational needs. Course content will stress the importance of the human relations component of test-taking, test design, and item analysis. Special emphasis will be given to understanding the application of intelligence tests to different age groups and cultural backgrounds.

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 school personnel, family, and academic development. Assessment is studied from an empirically based, problem-solving model that links directly to intervention. Students learn to test appropriate assessment tools to match individual referral questions so as to evaluate the holistic and functional 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 interventions for students 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 traditional 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 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) neurophysiological disorders (e.g., epilepsy, autism, multiple sclerosis); 5) memory and amnesia; 6) sleep, 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 in a problem-solving framework. Students will practice the selection and administration of appropriate CBA tools to match referral questions 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 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. Prerequisites: 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-501 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-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.

EDPS-590 Internship in School Psychology I 3 credits

This 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-592 Foundation of School Counseling: Referral Sources for Clients and Students with Special Needs 3 credits

Address 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.

EDPS-593 Sociological and Cultural Foundations of Education 3 credits

This course provides opportunity to expand 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. Prerequisites: EDPS-513.

EDPS-594 Practicum in School Counseling and Agency Settings 1 credit

This practicum provides supervised experience in the selection and administration of appropriate CBA tools to match referral questions 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-595 Internship in School Counseling I 3 credits

This student functions as a school counselor in a 600-hour approved field placement under the supervision of a certified school counselor. 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-596 Internship in School Counseling II 3 credits

The student functions as a school counselor in a 600-hour approved field placement under the supervision of a certified school counselor. 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-597 Internship in School Counseling III 3 credits

The student functions as a school counselor in a 600-hour approved field placement under the supervision of a certified school counselor. 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-598 Internship in School Counseling IV 3 credits

The student functions as a school counselor in a 600-hour approved field placement under the supervision of a certified school counselor. 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-599 Internship in School Counseling V 3 credits

The student functions as a school counselor in a 600-hour approved field placement under the supervision of a certified school counselor. 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.

EDPS-601 Practicum in School Psychology 1 credit

This practicum experience provides supervised practice using the techniques and methods taught in EDPS-501 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.

This practicum 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 effective 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) sociocultural and interdisciplinary influences on education, and (e) higher-order cognitive and critical thinking.

EDPS-602 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 make literacy instruction through content areas in general education in preschool and primary grades. Prerequisite: GLTP-500.

EDPS-603 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 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 school or senior high schools explore strategies for the imaginative teaching of literature, poetry, drama, grammar, composition, and 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. Demonstrates lesson planning and instruction. 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 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.
This course focuses on methods and materials designed for secondary school teachers. It provides a survey of recent developments in the teaching of mathematics by individuals and groups, the impact of technology, and the history of secondary mathematics education. Students acquire skills in instructional planning and classroom management.

Field experiences will supplement classroom instruction. Prerequisite: GLTP-503.

This course will introduce students to classical and contemporary approaches to organizational communication and provide them with analysis and research assignments to further the process of graduate-level leadership. Students will gain knowledge of the breadth of theoretical approaches to understanding communication in organizations and the 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 literature on organizational communication literature, demonstrating information literacy skills.

Prerequisite: LEAD-500 or concurrent with LEAD-500.

This course will test the translation of educational theory and research into practice for number, measurement, geometry, and pre-algebraic thinking. Students will design an action research project, collect and analyze data, and develop an action research report. Prerequisite: LEAD-500 or concurrent with LEAD-500.

This required course provides students with knowledge of legal 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.

This required course provides students with the core content of organizational leadership and one of the concentrations in higher education administration, communication, health care, information technology, and counseling-related services.

Master of Arts in Teaching 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 week-long course. The course will review the development of number and address instructional issues within this framework. Students will examine new ideas about mathematics, students who wish to engage in independent study related to the core content of organizational leadership and one of the concentrations in higher education administration, communication, health care, information technology, and counseling-related services. Students will earn professional development hours or college credit.

This course examines, applies and evaluates current theories in young children’s development of mathematical thinking. The psychological learning trajectories of K-8 place value instruction during a week-long course. Students will examine the theory and practice of K-8 place value instruction during a week-long course. The course will review the development of number and address instructional issues within this framework. Students will examine new ideas about mathematics, students who wish to engage in independent study related to the core content of organizational leadership and one of the concentrations in higher education administration, communication, health care, information technology, and counseling-related services. Students will earn professional development hours or college credit.

This course surveys the elementary curriculum and focuses on the critical analysis of the aims of teaching elementary curriculum and focuses on the critical analysis of the aims of teaching elementary curriculum and focuses on the critical analysis of the aims of teaching elementary curriculum and focuses on the critical analysis of the aims of teaching elementary curriculum and focuses on the critical analysis of the aims of teaching elementary curriculum and focuses on the critical analysis of the aims of teaching elementary curriculum and focuses on the critical analysis of the aims of teaching.
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**EDUCATION, LEADERSHIP, AND COUNSELING**

**Probaton and Parole Counseling (PPCS)**

PPCS-501 Sociology and Psychology of Crime 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 are incorporated into probation and parole policy and practice.

PPCS-510 Seminar in Probation and Parole Counseling Services 1 credit

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 and Language Arts (READ)**

READ-501 Foundations in Reading/Language Arts Process 3 credits

Studies the communication process from a componential point of view, including language acquisition and development, perception, composition, and course 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

Instructs reading and literacy pedagogy for all learners; gifted, average, and diverse learners in the classroom. 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 intervisitation training are also included in this course. Selected activities of the 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 increases learning results. The basis for the thematic 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 Reader Center for Reading and Writing and write case studies, as well as direct a parent conference. Students will work on campus while the course is in progress 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 15 hours supervised seminar for a 10-week period. Videotapes of teaching will be reviewed with supervisory staff. Prerequisites: READ-501 and READ-502.

READ-506 Literacy and the Bilingual/ Bicultural Child 3 credits

Prepares students for work in bilingual/bicultural children and their reading processes. 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). Through teaching, public presentations, 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 pre-school through sixth grade. Students will become knowledgeable with theoretical and practical aspects of writers and children’s literature. Candidates will explore their own assumptions about literature and their relationship to students, further their knowledge of the reading process, and explore ways in which literature can be integrated into the school curriculums.

READ-512 Adolescent Literature 3 credits

Literature for the young adult in a changing society. Surveyed and surveyed surveys and 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 institutional 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 study of student and classroom literature in the literature are the focus. Popular young adult authors are explored.

READ-516 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 explored in 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 modifying the behavioral challenges of children with special needs. Teachers and students will experience the collaborative process and develop their ability to function as part of an educational team. A field experience with children with severe disabilities will enable students to apply knowledge in a realistic classroom setting. Prerequisites: SPED-512 and SPED-514.

SPED-515 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 assessments will also be discussed. Interpretation of formal and informal assessment materials 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

This 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 instruction will be offered across all domains of a life skills curriculum. Based upon a student’s assessment data, students will be taught how to determine appropriate individualized educational plan with specific goals and objectives. Strategies to evaluate, modify and/or adapt goals to provide instructions in an inclusive setting will be explored. An experience in the field will enable students to apply knowledge in a realistic classroom setting. Prerequisites: SPED-531.

SPED-539 Instructional Practices for Children with Mild Disabilities 3 credits

This course is designed to give students an understanding of 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.

Where Learning Meets Your Life
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. Prerequisite: 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-534, 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

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 under-graduate 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 justifyable 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 morning 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
- A- Good
- B+ Fair
- B C
- B- Honors
- C+ Integrity
- C Unexempted withdrawal
- F Failing
- U Unsatisfactory
- W Withdrawn
- 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 complete 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 office. The related quality points for the purpose of computing grade points are:

- A 4.0
- A- 3.7
- B+ 3.3
- B 3.0
- B- 2.7
- C+ 2.5
- C 2.0
- C- 1.7

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

Other designations are as follows:

- U Unsatisfactory
- W Withdrawn
- X Audit

Expenses

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

Graduate Tuition:
- Tuition for (3-credit courses) $2,250
- Business Administration $1,680
- Education and Leadership $1,770
- Counseling Programs $240
- Audit fee (per course) $245
- Technology fee $35/course

Other Fees:
- Application fee (nonrefundable) $50
- Readmission fee (nonrefundable) $50
- I. card replacement fee $25
- Deferred payment fee $25
- Proficiency examination (per examination) $50
- 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 submitted 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, 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.

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Where Learning Meets Your Life
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 semesters-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.

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 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.

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 implicitly 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.
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 Swigart 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 Memorial Hall, the Science and Technology Center, the Fine Arts Center, and the Joseph P. Vona Academic Annex.

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 students of special need.

The University Libraries
Rider’s libraries are at the center of intellectual life of the University, stimulating the generation 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. The Web site is www.library.rider.edu.

Lawrenceville Campus
The collection includes a wide variety of materials to meet the broad range of learning styles. Access to more than 450,000 print volumes, 631,000 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 in-library loan program, as well as on-site access programs to many other libraries.

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The Princeton Campus
The library at Westminster Choir College is housed in the Katherine Houk Talbot 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 periodicals in print, as well as at least no more than 34,000 titles electronically, and more than 25,000 sound and video recordings. Exceptional holdings are maintained in the library’s special collections.

Talbot 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 collections of 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 consultation and multiple recordings of many titles for comparison of performance practices.

Talbot Library shares in Rider University’s online library system, available on the Web (http://library.rider.edu). An ongoing 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.

Inter-library loan program, as well as on-site access programs to many titles for comparison of performance practices.

On the second floor of 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 Com- munity Students, the Student Entertainmant 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.

CAMPUS AND FACILITIES
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
- WRCB 1490-AM Levittown
- WKKX 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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Guide

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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 origin, 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, take Exit 7A (Route 206 South/Trenton). Rider is a quarter mile on the right.

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 Exit 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 South/Trenton). Rider is a quarter mile on the right.

From Philadelphia and South:
Take I-95 North (not the NJ Turnpike) through Philadelphia and into 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. Schedules should be checked with Suburban Transit. Greyhound provides bus service to Trenton from Philadelphia and New York. Amtrak and New Jersey Transit trains stop at Trenton.

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