



RIDER  
UNIVERSITY

2013-2014

# ACADEMIC CATALOG



[www.rider.edu/catalogs](http://www.rider.edu/catalogs)



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# Calendar for Academic Year 2013-2014

## FALL SEMESTER 2013

### September

- |              |                          |   |
|--------------|--------------------------|---|
| <b>1</b>     | <b>Sunday</b>            | Residences open for new students                                    |
| <b>1-3</b>   | <b>Sunday-Tuesday</b>    | Final new student testing and scheduling<br>New student orientation |
| <b>2</b>     | <b>Monday</b>            | Residences open for continuing students                             |
| <b>4</b>     | <b>Wednesday</b>         | Day and Evening classes begin                                       |
| <b>4-10</b>  | <b>Wednesday-Tuesday</b> | Schedule changes  |
| <b>11-17</b> | <b>Wednesday-Tuesday</b> | Courses may be dropped  |

### October

- |           |                |  |
|-----------|----------------|--|
| <b>1</b>  | <b>Tuesday</b> | December 2013 degree applications due            |
| <b>14</b> | <b>Monday</b>  | Course request period for spring semester begins |

### November

- |                  |                         |                     |
|------------------|-------------------------|---------------------|
| <b>21-Dec. 1</b> | <b>Wednesday-Sunday</b> | Thanksgiving recess |
|------------------|-------------------------|---------------------|

### December

- |              |                        |  |
|--------------|------------------------|--|
| <b>1</b>     | <b>Monday</b>          | Classes resume                                 |
| <b>6</b>     | <b>Friday</b>          | Day classes end                                |
| <b>7-8</b>   | <b>Saturday-Sunday</b> | Reading days                                   |
| <b>9-10</b>  | <b>Monday-Tuesday</b>  | Final exams                                    |
| <b>11</b>    | <b>Wednesday</b>       | Reading day                                    |
| <b>9-12</b>  | <b>Monday-Thursday</b> | Evening final exams                            |
| <b>15</b>    | <b>Sunday</b>          | Spring and summer 2014 degree applications due |
| <b>12-13</b> | <b>Thursday-Friday</b> | Final exams                                    |
| <b>14-15</b> | <b>Saturday-Sunday</b> | Reading days                                   |
| <b>16-17</b> | <b>Monday-Tuesday</b>  | Final exams                                    |

### January 2014

- |           |               |  |
|-----------|---------------|--|
| <b>31</b> | <b>Friday</b> | Deadline for makeup of fall semester incomplete grades |
|-----------|---------------|--|

## FALL 2013 WITHDRAWAL DATES\*

- |                         |                                   |
|-------------------------|-----------------------------------|
| <b>Sept. 18-Oct. 22</b> | Withdrawal, student discretion    |
| <b>Oct. 23-Nov. 19</b>  | Withdrawal, consent of instructor |

## Nov. 20-Dec. 6

Withdrawal, psychological or physiological incapacity

## SPRING SEMESTER 2014

### January

- |              |                        |                                    |
|--------------|------------------------|------------------------------------|
| <b>2</b>     | <b>Thursday</b>        | Balance of spring charges due      |
| <b>23-24</b> | <b>Thursday-Friday</b> | New student orientation            |
| <b>24</b>    | <b>Friday</b>          | New student testing and scheduling |
| <b>25</b>    | <b>Saturday</b>        | Residences open                    |
| <b>26</b>    | <b>Sunday</b>          | Enrollment clearance               |
| <b>27</b>    | <b>Monday</b>          | Classes begin (day and evening)    |
| <b>27-31</b> | <b>Monday-Friday</b>   | Schedule changes                   |

### February

- |            |                      |                        |
|------------|----------------------|------------------------|
| <b>3-7</b> | <b>Monday-Friday</b> | Classes may be dropped |
|------------|----------------------|------------------------|

### March

- |              |                      |  |
|--------------|----------------------|--|
| <b>1</b>     | <b>Saturday</b>      | Incoming freshman, transfer and continuing undergraduate students priority deadline for filing federal financial aid forms |
| <b>10</b>    | <b>Monday</b>        | Course request period for fall semester begins   |
| <b>15</b>    | <b>Saturday</b>      | Last day of classes before spring recess   |
| <b>16-23</b> | <b>Sunday-Sunday</b> | Spring recess  |
| <b>24</b>    | <b>Monday</b>        | Classes resume   |

### May

- |              |                        |                      |
|--------------|------------------------|----------------------|
| <b>1</b>     | <b>Thursday</b>        | Evening classes end  |
| <b>2</b>     | <b>Friday</b>          | Day classes end      |
| <b>3</b>     | <b>Saturday</b>        | Saturday classes end |
| <b>3-4</b>   | <b>Saturday-Sunday</b> | Reading days         |
| <b>5-6</b>   | <b>Monday-Tuesday</b>  | Final exams          |
| <b>5-8</b>   | <b>Monday-Thursday</b> | Evening final exams  |
| <b>7</b>     | <b>Wednesday</b>       | Reading day          |
| <b>8-9</b>   | <b>Thursday-Friday</b> | Final exams          |
| <b>10-11</b> | <b>Saturday-Sunday</b> | Reading days         |

## 12-13

### Monday-Tuesday

Final exams

## 15

### Thursday

Graduate and Continuing Studies Commencement

## 16

### Friday

Undergraduate Commencement

## June

## 13

### Friday

Deadline for makeup of spring semester incomplete grades

## SPRING 2014 WITHDRAWAL DATES\*

### Feb. 10-March 14

Withdrawal, student discretion

### March 17-April 18

Withdrawal, consent of instructor

### April 21-May 2

Withdrawal, psychological or physiological incapacity

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

For additional information and updates, go to [www.rider.edu](http://www.rider.edu)

## SUMMER SESSION 2014

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

## COMMENCEMENT INFORMATION

For Commencement ceremonies information, go to [www.rider.edu/commencement](http://www.rider.edu/commencement)

## CANCELLATION OF CLASSES

In most cases, Rider will remain open and fully operational during snowstorms and other emergency situations. Under extreme circumstances, however, it may become necessary to cancel classes and other functions, and close certain buildings or take emergency actions.

If such circumstances should arise, a notice will be sent via the Rider Alert System.

You may sign up for Rider Alert on Rider's homepage, [www.rider.edu](http://www.rider.edu)

Cancellations will also be announced online at [www.rider.edu](http://www.rider.edu) and on the Rider University information hotline at 609-219-2000, option 1.

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## General Information

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# General Information

## RIDER'S VISION

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

## RIDER'S MISSION

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

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

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

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

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

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

## HISTORICAL SKETCH

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

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

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

## ACCREDITATIONS

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

## NOTICE OF THE TITLE IX COORDINATOR

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

The Associate Vice President for Human Resources serves as both the Affirmative Action Officer and the Title IX Coordinator for the University, and is the resource available to anyone seeking additional information or wishing to file a complaint related to Affirmative

Action and discrimination on the basis of race, creed, color, religion, handicap/disability, gender, age, marital status, sexual orientation or national origin.

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

## MEMBERSHIPS

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

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

The Department of Athletics of Rider University provides a program of intercollegiate athletics for men and women that benefit all student-athletes and serves to enrich the quality of student life and the campus environment. Student-athletes of diverse backgrounds and interests will be provided opportunities to realize their unique potentials in developing their athletic, leadership and interpersonal skills through their participation in extracurricular athletic activities without regard for their race, color, religion, national origin, sex or sexual orientation. The Department of Athletics will do all that is necessary to support the University's mission and to insure that opportunities exist to participate in the total educational process and maintain the balance needed to allow students to achieve both academic and athletic excellence.

## PROFESSIONAL OUTREACH AND SERVICE PROGRAMS

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

The Executive Advisory Council facilitates the exchange of ideas and advice between prominent leaders of the business community and Rider faculty, students and staff. The Board provides a range of current and emerging business insights as input to development and advancement of the Rider business education experience. Similarly, the Accounting Advisory Council works closely with the accounting department on issues specific to the Master of Accountancy program and accounting in general. A specific service function is performed by the accounting department's participation in the Volunteer Income Tax Assistance (VITA) program. Each year, accounting majors reach into the community by helping (free of charge) elderly and low-income persons complete their tax returns. The students, in turn, benefit from special IRS training and the opportunity for field experience.

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

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

## OFFICE OF GRADUATE ADMISSION

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

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

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

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

## SERVICES FOR STUDENTS WITH DISABILITIES

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

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

Call 609-895-5492 for further information.

## POLICY FOR ASSISTING STUDENTS WITH DISABILITIES

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

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

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

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

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

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

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

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

## WESTMINSTER CHOIR COLLEGE

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

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

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## Core Curriculum and Study Opportunities

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# Core Curriculum and Study Opportunities

## DEGREES

At its Lawrenceville campus, Rider University offers programs leading to five undergraduate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Bachelor of Science in Business Administration, and Associate in Arts. Undergraduate degrees in Bachelor of Music and Bachelor of Arts in Music, offered at Westminster Choir College in Princeton, are described in a separate 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 upon matriculated students and that will clearly establish the applicability of the change on currently matriculated students.

## CORE CURRICULUM: GENERAL SKILLS REQUIREMENTS

The University community believes that essential to the college experience is the development of skills in critical thinking, communication, and computation. These skills are developed throughout students' academic programs to provide links among academic disciplines and to support students' intellectual progress and academic and career success. Principles of critical thinking are embedded in Rider University courses across the disciplines and are supported by curriculum development workshops for faculty. Core curriculum requirements are stated below.

All students entering the University as freshmen as of September 1, 1996, and thereafter, are required to fulfill the general skills requirements of the core by completing the following:

**Reading:** Those students scoring 470 or lower on the reading comprehension portion of the SAT are required to successfully complete CRC-100: College Reading in the first semester of their Freshman year.

**Writing:** CMP-115: Introduction to Expository Writing\*; CMP-120: Expository Writing (or BHP-100P: Honors Seminar: Great Ideas I) and CMP-125: Research Writing (or CMP-203: Literature and Composition or BHP-150: Honors Seminar: Great Ideas II): 6–9 credits\*\*

**Computation:** as required by student's college: 3–6 credits\*\*

\*CMP-115: Introduction to Expository Writing will be waived for students who attain a score of 530 or above on the writing section of the SAT or a specified qualifying score on the English Department Placement Test.

\*\*Preparatory courses (bearing supplemental education units rather than graduation credits) may be required in reading and computation, as determined by placement testing. Supplemental education units count toward a student's academic load and corresponding tuition charges, but do not affect the student's grade point average or credits toward graduation.

## SUMMER SESSION

Administered by the College of Continuing Studies, the summer session provides students with an opportunity to enrich their personal or professional backgrounds, complement work taken during the fall and spring semesters, and accelerate their academic programs. Summer session includes two six-week day sessions and two six-and-one-half week evening sessions. Further information about the summer session, including course offerings and application information, is available at [www.rider.edu/summer](http://www.rider.edu/summer).

## STUDY ABROAD

Study in a foreign country provides a unique opportunity for students to grow intellectually through exposure to the customs, habits, and languages of different cultures. Study abroad in its multiple facets—study, service-learning and internships—complements student educational experiences and it helps prepare students for the global community in which they will live and work, increasing their employment and earnings potential. Study abroad experiences are available in many locations through Rider exchange and affiliate programs, including such destinations as Argentina, Australia, Austria, China, England, France, Ghana, Greece, India, Ireland, Italy, Mexico, New Zealand and Spain. Foreign language skills are an important consideration for study abroad—though some sites provide some or all instruction in English. For students majoring in business, an exchange program taught primarily in English has been established at the American Business School in Paris, and an exchange program in Madrid at the Nebrija University offers international business courses in English. A number of programs offer internship opportunities in London and a number of other cities in England as well as sites in Ireland, Australia and China. Service-learning can be done for credit in London, Latin America and Ghana. An exchange program with the University for Music and Dramatic Arts in Graz, Austria allows Westminster Choir College students to do voice, composition and keyboard courses abroad. The University's exchange program in Ecuador has study sites that include the Galapagos Islands. Besides our semester programs, students can select summer programs through study abroad providers and faculty-led short-term international travel projects that are offered for credit during January intersession, spring break and in the summer.

A minimum 2.5 cumulative grade point average at Rider University is required for acceptance into study abroad as well as sound financial and disciplinary status. In some cases, host institutions require a higher cumulative grade point average. Students primarily elect to participate in study abroad in their sophomore or junior years, but some go in their senior year and select students can study abroad in the second semester of their freshman year. Study can be selected for one or two semesters. Applications must be completed and returned to the Center for International Education by March 1 for the fall term, by October 1 for the spring term, and by April 1 for summer study. As part of the process, applicants are required to submit an essay stating their reasons for wishing to study abroad. Two faculty/staff recommendations are also required. Student participants participate in a number of orientation sessions to assist them in the foreign site application process, to review health, safety and security, and travel and visa information, and to provide them with country-specific resources and exercises related to cultural shock and adaptation. A re-entry party is held to celebrate their experiences and to discuss reverse culture shock. Study abroad

students are also encouraged to reside in the International Community Residence Hall with domestic and international students and to serve in the International Student Mentoring Program.

In order to retain financial aid while abroad, students must have courses to be taken at the foreign site approved by Rider University. Such courses must be directly related to progress toward graduation. As part of the application process, all students must complete a formal financial aid agreement. In some instances, instructional costs abroad exceed the costs at Rider University. Students will be billed for the difference.

Transportation, supplies, housing and meal costs vary from site to site. Housing at foreign institutions varies from residence halls to pre-arranged apartments and homestays. Housing arrangements are made through providers. In the case of the University's exchange programs in Graz and Madrid, on-site advisors employed by Rider University assist students with housing, course enrollment and academic issues, and adapting to life in another culture.

Credit for study abroad is available for all majors, minors and programs. Courses include foreign language study, as well as courses in the liberal arts and sciences, business, and education, service-learning and internships. Courses can be used, if approved, as equivalents to major and minor requirements or electives, and as core requirements or general electives. The student's major advisor and the appropriate dean's office must approve courses before students enroll at study abroad sites. Credits awarded typically range from 12 to 18 credits per term. A minimum of 12 credits must be maintained for students to retain their full-time student status and financial aid. Transcript credit for study abroad is awarded as PASS/FAIL based on the number of contact hours for courses taken and on the earning of a "C" grade or better for each course. The study abroad location, provider and list of courses taken abroad along with the Rider equivalent courses and credits will appear on the official Rider transcript. Credit for courses previously completed at Rider cannot be transferred for the same course. Exceptions to this policy are made on a case-to-case basis for foreign language study if foreign placement is different from the Rider placement level.

Additional information is available on the Rider University Study Abroad Web site at [www.rider.edu/studyabroad](http://www.rider.edu/studyabroad). Information is also available in the Center for International Education.

## BA, BS/MBA PROGRAM

The integrated BA, BS/MBA program is designed for students who wish to combine undergraduate study in liberal arts and sciences leading to a Bachelor of Arts or Bachelor of Science degree with graduate study leading to the degree of Master of Business Administration. This intensive program enables highly motivated students to engage in a broadly based education for a career in business or not-for-profit organizations.

The admission process for this program carefully tracks students through the course requirements and ensures that only capable students are enrolled. Freshman students are strongly encouraged, when they start classes, to seek advice about the program from the deans' offices in business administration and liberal arts and sciences. Certain courses must be completed in the freshman and sophomore years if the student intends to complete the program within 11-12 semesters. The actual timing of completing the two degrees will be based on courses that may have been taken in summer sessions and the individual student's internships.

The admission process starts prior to the beginning of the student's junior year (defined as 54 earned credit hours) and assumes completion of the first seven required business courses. At that point, the CBA's Assistant Dean for Graduate Programs meets with the student and reviews his/her progress in completing the business core. Step two of the admission process occurs in the first semester of the senior year when the student will formally apply to the MBA Program through the Graduate Admissions Office. The process involves the following:

- A completed application for admission to the MBA program, accompanied by a \$50 nonrefundable application fee;
- Receipt of official transcripts from every college or university attended (including Rider University);
- A score on the Graduate Management Admissions Test (GMAT) or the Graduate Record Exam (GRE) that, combined with the student's GPA, work experience and co-curricular activities, shows evidence to the Graduate Admissions Committee of ability to do graduate work at the high level established for the MBA Program. Students are advised to take the GMAT or GRE exams in the summer between the junior and senior years;
- A statement of objectives prepared by the student that presents the student's reasons for wanting to enter the MBA program;
- An interview with the director of the MBA program; and,
- Completion of the required freshman and sophomore classes.

Students completing the BA, BS/MBA program must take at least 90 credits in liberal arts and sciences courses at the undergraduate level.

Students will be awarded the BS or BA degree when they complete the requirements for that degree in liberal arts and sciences. The MBA will be awarded upon completion of the MBA requirements.

Students in the program will complete all the courses required in the liberal arts core as well as those courses necessary to satisfy the requirements for a major in liberal arts and sciences. These courses will be completed in the first eight semesters along with the following courses offered by business administration comprising the undergraduate business core:

Course No.	Course Title	Credits
ACC-210	Introduction to Accounting	3
ACC-220	Managerial Uses of Accounting	3
ECO-200	Principles of Macroeconomics*	3
ECO-201	Principles of Microeconomics*	3
FIN-300	Introduction to Finance	3
MGT-201	Fundamentals of Management and Organizational Behavior	3
MKT-200	Marketing Principles	3
MSD-105	Quantitative Methods for Business I	3
MSD-200, 201	Statistical Methods I, II*	6
CIS-185	Information Systems Essentials	3
CIS-385	Management Information Systems	3
<b>Total credits</b>		<b>36</b>

\*May be considered either business or liberal arts course.

In the last semester of the senior year, students will take the following course if they have all of the prerequisites met:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
MSD-340	Production and Operations	3

In all of the above courses, students must achieve a "B" in order for them to waive the equivalent "pre-program requirements" for their MBA Degree. If they do not, the student will be required to take the corresponding course at the graduate level.

In the three (3) or four (4) graduate semesters, the following graduate courses must be completed:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
PMBA-8000	Executive Communications	1.5
PMBA-8200	Managerial Decision Making	3
PMBA-8210	Information Technology Management	3
PMBA-8220	Strategic Accounting for Managers	3
PMBA-8230	Managerial Economics	3
PMBA-8240	Applied Corporate Finance	3
PMBA-8250	Operations and Supply Chain Management	3
PMBA-8260	Marketing Analysis and Decision Making	3
PMBA-8270	Organizational Behavior	3
PMBA-8290	Legal and Ethical Aspects of Management	3
PMBA-8880	Strategic Management	3
	(3.0 credit hours) - must be taken simultaneously with PMBA-8880L	
PMBA-8880L	Strategic Management Lab	1.5
	(1.5 credit hours) - must be taken simultaneously with PMBA-8880	
	Electives	9
	(Note: One elective must be an international course.)	
	<b>Total Credits</b>	<b>42</b>

**Note:** There is not a specific combination BS, BA/MBA program for business majors. All business majors may apply directly to the MBA program. If accepted, the student may be able to complete the MBA within a year and one half of undergraduate graduation.

Further information concerning the MBA program, including course sequence forms, is available from the business administration or liberal arts and sciences deans' offices.

## BACCALAUREATE HONORS PROGRAM

The Baccalaureate Honors Program (BHP) is the University-wide honors program designed to enrich the educational opportunities available to Rider students of proven intellectual ability who choose to become Baccalaureate Scholars. Interdisciplinary in orientation, the program enables the Baccalaureate Scholars to explore diverse forms of thought, expression, and institutions past and present—an exploration that will enable them to meet future challenges with confidence. Through a series of team-taught seminars and other honors courses, co-curricular experiences, personal contact with faculty, and completion of a senior honors capstone project, the scholars extend their ability to think critically about the great themes of their human heritage.

Students are invited to join the Baccalaureate Honors Program as entering freshmen and may apply as currently enrolled or as transfer freshmen or sophomores. In general, students in the top 10 percent of each College's entering class are invited. Students currently enrolled at Rider must have at least a 3.3 GPA at the time of application to the program.

Other qualified students with a 3.3 grade point average, including juniors and seniors, may enroll in particular honors seminar courses with the approval of the director.

Most BHP courses replace core or other academic requirements. In addition, Honors sections of single-discipline courses designated in the course roster assist in fulfilling BHP requirements.

In order to graduate with Baccalaureate Honors, the student must complete seven honors seminars and a senior baccalaureate honors capstone or a departmental honors capstone with a GPA of 3.3 or higher.

Honors seminars are designated on student transcripts, whether or not the student completes the BHP. Successful completion of the BHP is noted on the transcript and the commencement program.

For more information, see the BHP Web site: On Rider's homepage, click on "Academics," "Honors Programs," "Baccalaureate Honors Program."

## COLLEGE READING COURSE

College Reading (CRC-100) is a three-credit course that is required for entering students who do not meet the entrance criteria for college-level reading. The course is also offered as an elective for any student who would like to improve their ability to read college level material. Students will develop or improve reading comprehension skills and study strategies that will enable them to enhance academic performance across the college curriculum. Call 609-896-7598 for additional information about this course.

## STUDY STRATEGIES WORKSHOP

Study Strategies Workshop (NCT-099) introduces specific reading and study strategies related to the demands of a content course. In order to enroll for this workshop, students must co-register for the content course with which it is paired.

## RIDER LEARNING CENTER (RLC)

The Rider Learning Center located in the Joseph P. Vona Academic Annex, Rooms 1, 2 and 3, offer tutoring in reading comprehension, study strategies and writing. Professional staff also facilitate reading/writing and study strategy workshops, both in the center and on an outreach basis, and work cooperatively with professors to provide study strategy instruction oriented towards specific course demands. The Rider Learning Center is staffed by professional tutors with advanced degrees, graduate students, and student writing associates who have been selected for and have completed a three-credit course in the writing process. Our tutor training program is nationally certified, and tutoring assistance is free to all Rider students. Additionally, the center offers a computer lab for student use. The center is open Monday–

Thursday, 10 a.m.–7 p.m., and Friday, 10 a.m.–2 p.m. For further information or to schedule an appointment, call Rider Learning Center (reading, study strategies, writing) at 609-895-5640.

### THE MATHEMATICS SKILLS LAB (MSL)

The Mathematics Skills Lab (MSL), located in the Joseph P. Vona Academic Annex, Room 23, provides tutorial services, structured workshops, and computer-assisted instruction in developmental and college level mathematics. The MSL, directed by the department of mathematics, administers the mathematics placement test to all incoming students. It also offers the course MTH-100S Math Skills Lab (1 supplemental education unit) for students majoring in liberal arts and sciences and education. This course was developed to help students master elementary algebra skills necessary for college level mathematics.

In addition to basic skills development, peer and professional tutorial support is provided for students taking finite mathematics, algebra and trigonometry, and other liberal arts and science mathematics courses. Professional staff provides weekly structured workshops for students taking the math skills lab course and tutorials for students preparing for the algebra and trigonometry qualifying exam. Call 609-896-5305 for more information or to schedule an appointment.

### THE STUDENT SUCCESS CENTER

The Student Success Center offers Rider University students free programs and services designed intentionally to maximize student involvement in their own learning and development. Our staff of administrators and trained peer tutors, peer assistants, and student success coaches work collaboratively with students as they discover options for creating academic and personal success. Our programs and services include peer tutoring and supplemental instruction for most undergraduate courses taught at Rider and comprehensive support programs for provisionally admitted first year students and for students on academic probation. The Student Success Center is located in the Bart Luedke Center, Suite 237. For information, call 609-896-5008 or e-mail [StudentSuccessCenter@rider.edu](mailto:StudentSuccessCenter@rider.edu).

#### Tutoring Services

Tutoring Services provides peer tutors for students who request extra help with their courses. Students may schedule individual or group appointments online through the Tutortrac link on the Rider homepage or participate in tutor-led study groups in many content courses at Rider. Our tutors are highly qualified Rider University students who are recommended by their professors as tutors and then trained through our internationally certified tutor-training program. Tutoring assistance is free to all Rider students.

The Tutoring Services office is located in the Student Success Center and can be reached at 609-896-5008 or through e-mail at [studentsuccesscenter@rider.edu](mailto:studentsuccesscenter@rider.edu).

#### Supplemental Instruction

Supplemental Instruction (SI) is an academic assistance program that is highlighted by the collaboration of faculty with both the SI Leader who receives special training and attends class and members of the Stu-

dent Success Center staff. Students enrolled in targeted courses attend regularly scheduled informal review sessions during which they work in groups to compare notes, discuss reading assignments, develop review techniques and prepare for exams. Students who attend these sessions practice integrating content with learning strategies. Supplemental Instruction is offered to students at no cost. Information regarding this program can be obtained by contacting the Student Success Center at 609-896-5008.

#### Writing Lab

The Student Success Center Writing Lab, located in the Bart Luedke Center, Suite 237, provides free individual and small-group tutoring in writing, reading comprehension, study strategies, and English as a Second Language (ESL). In addition, we offer writing and study strategy workshops in the Lab, in the classrooms, and at outreach locations. For some writing-intensive courses, the Writing Lab provides embedded tutors, who serve as liaisons between the course and other staff.

The Writing Lab is staffed by highly trained professionals and peer tutors. Our Professional Tutors must have at least a bachelor's degree, though many have advanced degrees and experience as instructors at Rider. In addition to tutoring, they lead training sessions for our Student Writing Tutors. These Student Writing Tutors are highly qualified undergraduates who are specially trained to help students with the writing process. Many of the Student Writing Tutors have successfully completed a semester-long course, Theories of Writing and Tutoring, and all of our tutors attend training before they can begin tutoring. Both Professional Tutors and Student Writing Tutors have the opportunity to earn certification and are encouraged to engage in on-going training through our internationally certified tutor-training program. For further information or to schedule an appointment, call the Writing Lab at 609-895-5640 or through e-mail at [writinglab@rider.edu](mailto:writinglab@rider.edu).

#### Students on Academic Probation (REACH Program)

The Student Success Center offers Raising Expectations for Academic CHange, a program that presents students on academic probation an opportunity to REACH their academic goals by providing them with the tools and strategies needed to succeed in their studies. Students meet with Student Success Center coaches to set goals and determine the adjustments needed to be made to create the mindset necessary to succeed in college. Student Success Center coaches meet with students regularly to review their progress and to recommend tutoring and workshops. Information regarding this free program can be obtained by contacting the Student Success Center at 609-896-5008.

#### Rider Achievement Program

The Rider Achievement Program (RAP) is a unique academic program offered through Rider's Student Success Center, where you are empowered with the strategies needed to be an independent and successful learner. RAP offers first-year students a highly specialized learning experience and is designed to give motivated students the assistance and guidance to achieve. Throughout their first year, students in the RAP program are enrolled in linked courses, participate in academic coaching and tutoring, attend a freshman seminar designed specifically for students in this program, and enjoy a variety of social events and activities. Freshmen admitted to the Rider Achievement Program are required to be part of this specially designed first-year program, as

well as the Summer Bridge Program. The Rider Achievement Program office is located in the Bart Luedke Center, Room 262. Call 609-896-5238 for more information.

## EDUCATIONAL OPPORTUNITY PROGRAM

The Educational Opportunity Program (EOP) is a state-funded and Rider-funded program that helps low-income New Jersey residents attend college. The purpose of this program is to provide access to higher education to students who may normally be denied an education due to lack of academic preparation, or the absence of sufficient guidance to aspire to a baccalaureate degree.

EOP provides students with academic support as well as financial assistance. Students receiving an EOP award may also be eligible for other state and federal grants.

The program provides a comprehensive and rigorous academic experience designed to enhance students' persistence that ultimately leads to graduation.

Services provided by EOP include, but are not limited to, tutorial assistance, personal, career, academic, and financial counseling and peer mentoring. All students admitted to EOP participate in a mandatory five-week pre-freshman residential summer program. The summer program acclimates students to the rigors of college life and the university environment. For more than forty years, the Educational Opportunity Fund (EOF) has been providing access through excellence, enabling eligible students to obtain a college education.

EOP at Rider serves both the Lawrenceville and Princeton (Westminster) campuses. The Lawrenceville EOP office is located in the Joseph P. Vona Academic Annex, Room 6. The telephone number is 609-896-5381. The office is staffed by Rubin Joyner, director; Ida Tyson, associate director; Amber Henley, academic counselor; and Debbie Venello, administrative secretary. The Princeton EOP office is located in Williamson Hall, Room 6, second floor. The telephone number is 609-921-7100, extension 8220. The office is staffed by Evelyn Thomas, director of academic support services and coordinator of EOP and Janett Guthrie, administrative secretary.

## STUDENT SUPPORT SERVICES PROGRAM

### (TRIO Program)

The Student Support Services (SSS) Program is a comprehensive support services program that provides ongoing academic assistance primarily to first generation college students. The program offers a range of services and activities that are designed to assist students with their academic performance, skills development and retention through graduation. Overall, the program promotes an atmosphere that fosters students' growth and independence and provides a supportive environment that enables participants to fulfill their educational, career, and personal aspirations.

An array of services is offered to students, including assessments of students' educational needs and goals; professional and peer tutoring; individual/group counseling; peer mentoring; financial guidance; career exploration; and graduate school preparation. In addition, the SSS program provides workshops and seminars that directly respond to

issues of importance to participants. All activities and support services are tailored to meet the particular needs and interests of the individual student.

The program is open to Rider students who are first-generation college students (i.e., neither parent has completed a four-year college degree), who have a need for academic support, and/or have incomes that fall within federal guidelines. Students who have a documented physical or learning disability are also eligible for program services.

Students interested in enrolling in the program are invited to visit or call the SSS program office for an application and brochure located in the Joseph P. Vona Academic Annex, Room 17; the phone number is 609-895-5614 and the fax number is 609-895-5507.

This program is sponsored in partnership with Rider University and the United States Department of Education.

## LEADERSHIP DEVELOPMENT PROGRAM

(6 credits)

The Leadership Development Program at Rider is a university-wide program that welcomes all majors. The guiding assumption underlying this program is that every one of us has opportunities to be a leader and a role model for someone. A person does not have to be a CEO, elected official, or designated leader to make a difference.

We define leadership as a process in which one individual influences others to attain goals for the common good. To lead effectively requires skill in communicating, influencing, and teamwork. These are interpersonal skills that can be learned. They have been identified by Rider University, *The Wall Street Journal*, and the Center for Creative Leadership as the keys to career and life success.

The Leadership Development Program also emphasizes career development. Helping our students achieve career maturity will allow them to develop satisfying and meaningful occupations through which to express their leadership aspirations.

Leadership training at Rider combines traditional classroom learning with intensive skill training and supervised leadership experience through co-curricular activities, experiential learning, fieldwork, and community service. Developmental experiences are provided throughout a student's academic career.

Students are invited to apply to the Leadership Development Program as entering freshmen. Currently enrolled and transfer freshmen, sophomores, and juniors may also apply. For all students, a commitment to personal leadership development and demonstrated ability to perform well academically are important criteria for admission to the program. For juniors, demonstrated leadership involvement is also important.

The Leadership Development Program is housed within the Center for the Development of Leadership Skills, located in Sweigart Hall, Room 249.

To receive the Certificate in Leadership students must successfully complete the following:

- Foundations of Leadership course  
(3 credits; must obtain a "B" or better)

- Leadership Skills Training  
(9 skill-building workshops and seminars)
- Ethics or Multicultural Studies elective  
(3 credits; must obtain a "B" or better)
- Career Development Workshops (noncredit workshops)
- Leadership Practicum/Service  
(200 units of supervised leadership experience)

Information about the Foundations of Leadership course can be found in this catalog under Leadership Development Program in the chapter entitled Course Descriptions.

At graduation, students who have successfully completed the requirements listed above will receive a Certificate in Leadership. Their completion of the Leadership Development Program will also be noted on their transcripts and in the commencement program.

## ARMY ROTC

The Army Reserve Officers' Training Corps (ROTC) provides college-trained officers for the U.S. Army, the Army National Guard, and the U.S. Army Reserve.

The ROTC course of study is a four-year program, divided into two phases: the basic course, and the advanced course. Students entering Rider do not receive academic credit for Army ROTC courses and must pursue the courses of study at an off-campus location.

The official ROTC Web site provides the following information:

- SCHOLARSHIPS
- A WAY TO PAY FOR COLLEGE

Scholarships and stipends in Army ROTC help you focus on what's important. Namely, getting that college degree – not how you'll pay for it.

- ARMY ROTC SCHOLARSHIPS

Whether you're a college-bound high school student or already attending a college or university, Army ROTC has scholarships available. Scholarships are awarded based on a student's merit and grades, not financial need.

Army ROTC scholarships consist of:

- Two, three-, and four-year scholarship options based on the time remaining to complete your degree
- Full-tuition scholarships
- The option for room and board in place of tuition, if you should qualify
- Additional allowances for books and fees

## LIVING EXPENSES

Army ROTC scholarships also provide monthly living allowances for each school year. You can earn certain amounts depending on your level in the Army ROTC curriculum:

- 1st year, \$300 per month
- 2nd year, \$350 per month
- 3rd year, \$450 per month
- 4th year, \$500 per month

This allowance is also available to all non-scholarship Cadets enrolled in the Army ROTC Advanced Course (3rd and 4th years).

Rider students drill with the ROTC unit based at Princeton University, approximately five miles from Rider's Lawrenceville campus. For more information, call 609-258-4225.

**For more information on ROTC scholarships, please visit:  
<http://www.goarmy.com/rotc/scholarships.jsp>.**

# Notes

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## College of Business Administration

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[www.rider.edu/cba](http://www.rider.edu/cba)

# College of Business Administration

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

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

## MISSION STATEMENT

The mission of Rider University's College of Business Administration is to provide a dynamic and innovative business education that builds functional expertise as well as professional competencies that enable our students to be productive, ethical and socially responsible participants in the rapidly changing global marketplace.

We foster a supportive and personalized environment in which students develop communication, interpersonal, teamwork, leadership, and critical thinking skills for integrated problem solving. We are committed to continuous improvement as we strive for excellence. We ensure an infusion of current theory and practice in our curricula through professional activity, business partnering and experiential learning as well as through a combination of discipline-based, pedagogical and applied scholarly research efforts.

## KEY OBJECTIVES

To support students in preparing to perform effectively in the workplace and to continue to grow as individuals, the CBA seeks to realize the following key objectives for its undergraduate program:

- To provide an outstanding faculty of teacher/scholars in the business fields who bring to the classroom a wide range of diverse expertise and who emphasize teaching excellence as well as research and scholarship;
- To develop an understanding of the functions of business, an ability to apply the tools and skills that will solve business and organizational problems and an appreciation for the global environment of organizations in society;
- To offer sufficient breadth and depth in the curriculum to enable the student to achieve a level of competence in a major, while providing opportunities for independent study, skill-building and learning through experience;
- To ensure a useful balance between professional course work in the functional areas of business administration and study in the liberal arts and sciences;
- To foster the development of leadership qualities and to encourage an attitude that values continuing education.

To remain strongly competitive, the CBA maintains high visibility and involvement in the corporate community outside of Rider. It seeks to be regarded by that community as a useful and valuable resource of educational knowledge, business and management talent, economic expertise and applied research, in addition to a well-established reputation as an excellent source of college graduates in business. Students and faculty are involved regularly in real business situations through internships, meetings and programs of the Executive Advisory Council, the CBA Accounting Advisory Council, the CBA Global Supply Chain Management Advisory Board, special programs for the community such as the Volunteer Income Tax Assistance (VITA) program coordinated by the department of accounting, Minding Our Business (a mentoring program of entrepreneurship for inner city students), and many student clubs and organizations.

There continues to be rapid change in technology that affects organizational processes as well as the product-service offerings of businesses. The CBA has embedded the study and use of technology into the curriculum with specific, required courses (CIS-185, CIS-385) and in a variety of courses across the business curriculum. Technology is also addressed, in depth, through a variety of electives, including ACC-320 Accounting Information Systems, CIS-340 Electronic Commerce and FIN-315 Financial Modeling. The Computer Information Systems (CIS) major is designed for students who intend to specialize in technology.

Regardless of the functional area of business that students select for their career, they will be impacted by what occurs in the world of technology-enhanced business practices. Rider's courses will continue to adapt and change as this fast-paced environment continually reinvents itself.

## PROFESSIONAL ACCREDITATION



Rider University's College of Business Administration programs were accredited by AACSB International—The Association to Advance Collegiate Schools of Business in 1993 and most recently reaffirmed in 2012. In addition, the accounting program was further recognized for excellence with accreditation in accounting by AACSB International in 2000 and recently reaffirmed in 2012.

## FRESHMAN SEMINAR

Freshman seminar is a structured advising experience for new students enrolled in the CBA. Its purpose is to support students in making a smooth transition from high school to college by providing information and guidance in such areas as time management, study skills, and effective use of Rider's resources. It is noncredit and offered without any additional tuition charge. Participation in freshman seminar is required for all freshmen entering Rider. For further information, contact Ira Mayo, 609-896-5195.

## DEVELOPING ADMINISTRATIVE ABILITIES AND RESOURCES THROUGH THE SYNERGISTIC TRAINING OF ORGANIZATIONAL COMPETENCIES (DAARSTOC)

DAARSTOC is a unique extracurricular program designed to help students propel their careers by developing people management skills. In weekly meetings and regular workshops, members engage in group activities, role plays, and interactive exercises designed to build the competence and confidence levels of tomorrow's leaders and top performers. Competencies targeted include interpersonal communication, giving and receiving feedback, problem solving, interviewing, and stress management. The program is very selective, and is open to all Rider undergraduate students (all majors and colleges). More information can be found at [www.daarstoc.org](http://www.daarstoc.org).

## BUSINESS HONORS PROGRAM

Approximately 25 students who have applied for, and have been accepted to Rider University's College of Business Administration, will be invited to participate in the Business Honors Program. These students will be chosen based on their SAT scores and high school GPA. An additional ten students will be chosen after the end of the fall semester based on GPA.

The selected students will take the following sequence of honors courses beginning in the fall of their freshman year:

<b>Class Standing</b>	<b>Semester</b>	<b>Honors Courses</b>
Freshman	Fall	Freshman Seminar CBA-110 and CIS-185
Freshman	Spring	ECO-200 and MKT-200
Sophomore	Fall	ACC-210 and ECO-201
Sophomore	Spring	MGT-201 and FIN-220
Junior	Fall	BUS-300 and CIS-385
Senior	Fall	BUS-444
Senior	Spring	BUS-400 and Senior Honors Thesis

In order to successfully complete the honors program, a student will have to do the following:

1. Complete eight of the eleven of the honors courses above (not including BUS 444), one of which must be BUS-400. Students that enter in the Fall of their sophomore year must complete six core honors courses.
2. Complete a non-core CBA honors course (BUS-444)

3. Complete an honors thesis.

4. Have a minimum GPA of 3.4 in all honors courses.

5. Have a minimum GPA of 3.4 overall. Upon successful completion of the honors program, a student will receive a special honors designation on his/her transcript, an honors award, and special recognition at graduation.

## BSBA/MBA OPTION

It is possible to apply to the graduate business program after completing 90 credits in a Rider undergraduate business degree program. Those students admitted may enter the program upon the completion of the BSBA degree. Courses waived should permit them to graduate with an advanced degree in one and a half years by taking the required graduate course work. See the Graduate Academic Catalog for requirements for the MBA program and the Master of Accountancy degree.

Students are eligible to take graduate business courses in the spring of their senior year if they are a senior business major with a minimum cumulative GPA of 3.5 for MBA courses and 3.3 for MAcc courses. In order to take a MAcc course, a student must be an accounting major. Graduate business courses do not count toward both the undergraduate and graduate program requirements. Up to six credits of graduate level courses may be taken, and would be included in your regular full-time tuition.

## DEGREES

The CBA offers curricula at the undergraduate level leading to the degree of Bachelor of Science in Business Administration (BSBA).

(For master's level work, see Graduate Academic Catalog on page 249.)

## MAJOR FIELDS OF STUDY

The CBA offers major fields of professional study in accounting, advertising, business administration, computer information systems, economics, entrepreneurial studies, finance, global supply chain management, human resource management, international business, management and leadership, and marketing.

### Selection of a Major

Students who are undecided regarding an area of business specialization are enrolled as Business Administration majors.

A student may elect to double major, but there is no guarantee that the student will be able to complete the second major within the 120 credit hours required for graduation.

## MINOR FIELDS OF STUDY

Business students are permitted to take a minor in one of several fields in liberal arts and sciences. Students interested in such a program should see the dean of liberal arts, education, and sciences, the chairperson of the appropriate department, or the program director. All majors may minor in economics. Please see the requirements for the economics minor in the College of Liberal Arts and Sciences section of the catalog.

The CBA offers the following minors to non-business students: a minor in advertising for Communication and Journalism majors, a minor in advertising for English majors; a minor in computer information systems, a minor in entrepreneurship, a minor in finance, a minor in general business, and a minor in sales management.

In addition, the CBA offers a minor in the business of sports and health administration (open to all majors—business and non-business).

## CONCENTRATIONS

In addition to minors and majors, the CBA offers a concentration specific to business majors only in the area of entrepreneurial studies. (Entrepreneurial studies is also offered as a major). The CBA also offers a concentration in fraud and forensics specific to accounting and computer information systems majors.

## CERTIFICATE PROGRAMS

The CBA offers a Certificate in Investment Analysis for undergraduate finance majors. Other certificate programs can be found in the College of Continuing Studies section of the catalog.

## BASIC CORE OF KNOWLEDGE

Students in the CBA are required to take a core of business courses designed to provide them with a solid foundation in business. These basic requirements are:

- A background of the concepts, processes, and institutions in the production and marketing of goods and/or services, and the financing of the business enterprises or other forms of organization. This portion is covered in such courses as Marketing Principles, Introduction to Finance and Production and Operations;
- A background of the economic and legal environment as it pertains to profit or nonprofit organizations, along with ethical considerations and social and political influences as they affect such organizations. Courses that satisfy this requirement are Principles of Macroeconomics, Principles of Microeconomics, the Social and Legal Environment of Business, as well as several elective courses;
- A basic understanding of the concepts and applications of accounting, quantitative methods, and management information systems, including computer applications. This area is covered through such courses as Introduction to Accounting, Managerial Uses of Accounting, Statistical Methods I and II, Information Systems Essentials, and Management Information Systems;

- A study of organization theory, behavior and interpersonal communications. Course work in Fundamentals of Management and Organizational Behavior covers this area, as well as courses in composition and speech;
- A study of decision processes under conditions of uncertainty, including integrating analysis and policy determination at the overall management level. The course Strategic Management and Policy that serves as the capstone course provides the necessary coverage in this area.

In addition to these courses, all students in the CBA are required to complete a program of study prescribed by the major or program in which they are enrolled. This phase of study typically begins in the junior year. The courses in the major are designed to provide the student with a general competence in one of the principal areas of business.

At least nine semester hours of credit in the area of a student's major must be taken at Rider, except in the accounting area that requires 12 semester hours.

Students are required to have 54 semester hours completed before enrolling in most 300- or 400-level business courses.

Fifty percent of all business credits must be taken through Rider. Transfer students can bring in 30 credits in business plus Quantitative Methods, Statistical Methods I and II, Macroeconomics and Microeconomics. All business students must have a 2.0 GPA in their major and overall to graduate.

## Business Subjects

(60 credits)

### Business Core

Course No.	Course Title	Credits
ACC-210	Introduction to Accounting	3
ACC-220	Managerial Uses of Accounting	3
ECO-200	Principles of Macroeconomics	3
ECO-201	Principles of Microeconomics	3
MGT-201	Fundamentals of Management and Organizational Behavior	3
MKT-200	Marketing Principles	3
FIN-220	Introduction to Finance	3
BUS-300	Social and Legal Environment of Business	3
BUS-400	Strategic Management and Policy	3

### Leadership Elective

Choose one of the following:

Course No.	Course Title	Credits
LDP-200	Foundations of Leadership	3
LDP-220	Service Learning through Minding Our Business	3
LDP-398	Co-op Experience Seminar	3
MGT-355	Team Management	3
MGT-363	Management Skills	3

**Business Analytics and Technology**

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
CIS-185	Information Systems Essentials	3
CIS-385	Management Information Systems#	3
MSD-340	Production and Operations	3

**Professional Development\***

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
CBA-102	Career Planning and Perspectives I	1
CBA-202	Career Planning and Perspectives II	1
CBA-302	Career Planning and Perspectives III	1

**Major Requirements**

(18 credits\*\*)

\*Transfer students can take MGT-336 Career Management as a substitute for the Professional Development requirement.

\*\*Accounting majors take 24 credits of major requirements. Advertising majors and Computer Information Systems majors take 21 credits of major requirements. Global Supply Chain Management majors take 27-30 credits of major requirements.

#Students may take GSC-385 to satisfy this requirement.

**International Business Requirement**

All CBA students are required to choose 6 credits of International Business Electives that emphasize global business dynamics. Courses can be used as either a major or free elective. Students may choose from the following list of courses:

<b>Course No.</b>	<b>Course Title</b>
ADV-369	International Advertising
BUS-375	International Business Law
CBA-315	Global Business Study Tour
CBA-316	Nature's Business Study Tour
CBA-317	Emerging Nations Study Tour
CBA-490	Independent Study: Global Business
CIS/GSC-375	Advanced Seminar in Global Outsourcing
ECO-305	International Trade and Investment
ECO-315	Comparative Economic Systems
ECO-365	The Post-Soviet Economy
ENT-375	International Entrepreneurship
FIN-308	International Finance
GSC-315	Global Supply Chain Study Tour
MGT-375	International Management
MKT-330	International Marketing

**Non-business Subjects**

(33 credits)

In addition to the business subjects, the student must acquire at least 33 credits in liberal arts and sciences and statistics courses.

**Communications**

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
CMP-120	Expository Writing	3
CMP-125	Research Writing	3
or		
CMP-203	Literature and Composition	3
COM-290	Professional and Strategic Speech	3

**Numerical Literacy**

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
MSD-105	Quantitative Methods for Business	3
MSD-200, 201	Statistical Methods I, II	6

**Electives**

(15 credits)\*

**Natural Sciences Elective**

*Selected from the following subject areas:*

- Behavioral Neuroscience
- Biochemistry
- Biology
- Chemistry
- Environmental Science
- Geosciences
- Marine Sciences
- Physics

**Social Science Elective**

*Selected from the following subject areas:*

- American Studies
- Communication
- Gender Studies
- History
- Law and Justice
- Multicultural Studies
- Political Science
- Psychology
- Social Work
- Sociology

**Humanities Elective**

*Selected from the following subject areas:*

- English
- Literature
- Fine Arts (Art, Dance, Music, Theater)
- Foreign Languages and Literatures (Chinese, French, German, Italian, Russian, Spanish)
- Philosophy

3

3

3

**Global/Cultural Liberal Arts Electives**

*Selected from the following:*

<b>Course No.</b>	<b>Course Title</b>
CHI-311	Calligraphy as a Window to Chinese Language & Culture
CHI-310	Chinese Culture & Civilization
CHI-307	Images of Women in Chinese Literature & Film
COM-252	Intercultural Communication
COM/GLS-352	Chinese and American Intercultural Communication
COM/GLS-393	International Communication
FRE-311	French Culture
GER-310	German Culture
GLS-180	Understanding Global Relations
GLS-200	Social Construction of Global Society
GLS-201	Politics of the Global Economy
GLS-285	The Student Global Village
GLS-295	Emerging Issues in Global Studies
GLS-310	Ethnographic Film
GLS-325	Global Perspectives on Health & Illness
GLS-447	Global Literature
GLS-491	Internship in Global & Multinational Studies
HIS-191	Europe Since 1715
HIS-200	Native American History
HIS-201	African American History
HIS-243	Italy from the Middle Ages to the Present
HIS-246	Modern Britain
HIS-249	Women in Europe
HIS-274	Modern Russia
HIS-280	Vietnam in Peace and War
HIS-281	The Modern Middle East
HIS-282	Colonial Latin America
HIS-283	Modern Latin America
HIS-284	Caribbean History
HIS-285	Traditional China & Japan
HIS-286	Modern East Asia
HIS-288	African History
HIS-289	History of Modern Japan
HIS-307	The Immigrant in American Life
HIS-341	China in Revolution
HIS-342	Women in East Asia
ITA-310	Italian Culture & Civilization
LIT-250	Masterworks of Western Literature I
LIT-251	Masterworks of Western Literature II
LIT-311	Russian Literature
LIT-330	Russian Culture
MUS/GLS-308	World Music
PHL-207	Asian Philosophy
PHL-348	Indian Philosophy
PHL-358	Chinese Philosophy
PHL-368	Japanese Philosophy

<b>6</b>	POL/GLS-215	Global Politics
	POL-216	Comparative Political Systems
	POL-218	Asian Political System
	POL/GLS-225	Nationalism in World Politics
	POL-255	European Politics
	POL-272	Politics of Latin America
	POL-307	Political Communication
	POL/GLS-315	Global Issues
	POL-320	Politics of the Middle East
	POL-321	International Law
	POL/GLS-329	Comparative Environmental Policy
	POL-364	Chinese Politics
	POL/GLS-365	Third World Politics
	POL-366	Communist Systems: Politics and Policies
	POL/GLS-367	Politics of Exile, Asylum and Diaspora
	POL/GLS-368	International Organizations
	POL-371	The Arab-Israeli Conflict
	SOC-311	Social and Cultural Change
	SOC-341	Developing Societies
	SPA-310	Spanish Culture & Civilization
	SPA-311	Latin-American/Latino Culture
	Foreign Language Electives at the 101-level or above	

**Free Electives**

(27 credits)\*

The minimum requirements in business and non-business subjects normally leave a student with an additional 27\* credits that must be completed to satisfy the 120 required for graduation.

Free elective hours may be taken in any department at Rider, provided the student meets the requirements imposed by the department or program offering the course.

Free elective hours can be used to fulfill the International Business Elective requirements. Courses from a second major or a minor may also be used to fill the free elective hours.

**\*Note:** Accounting, Advertising, Computer Information Systems and Global Supply Chain Management majors have a reduced number of free elective hours due to the additional major requirements. Residence Requirement

For all students, of the 120 semester hours of credit required for graduation, at least 45 credit hours, including the last 30, must be taken at Rider.

Once a student has matriculated for a degree, credit for off-campus courses will be granted only with prior approval of the academic dean.

**INDEPENDENT STUDY AND RESEARCH**

Students are offered opportunities for independent study in business-related areas for which formal courses are not available. Each program in the CBA provides these opportunities during the regular semester via offerings labeled 490, Independent Research and Study. Projects may

be taken by an individual or a group of students working together. Each person must submit an independent study proposal including definitive statements on the following: an elaborate, clear statement of the study's significance; the study's design and objective; the utilization and expectation of on- and off-campus resources related to the study; and method to be used to demonstrate the results of the study.

Independent study proposal requests can be obtained and approved by the appropriate chairperson and the CBA Dean's office. Such proposals must be submitted prior to the semester of the independent study and must include a timeline for completion.

## DEGREE PROGRAMS

### Accounting

#### Department of Accounting Mission Statement

The Department of Accounting strives to provide our students with an intellectually rewarding education, which enables them to pursue a variety of possible career paths in the profession.

We support the mission of the college and University in fostering a challenging, yet supportive, learning environment. We recognize the need for our curricula to provide technical accounting competencies, skill-building and an appreciation of interdisciplinary linkages to accounting. We value development in such areas as written and oral communications, information technology, ethics and global business perspectives.

Our department faculty is dedicated to effective teaching. We recognize also the need to contribute intellectually to both the practice and pedagogy of accounting. We value our ability to provide service to our stakeholders and recognize a responsibility to work constructively with students, alumni, accounting professionals and members of the community to meet the challenges of a changing marketplace and profession.

The primary objective of the accounting curriculum is to offer courses that will give students a practical and conceptual understanding of accounting methods and techniques, with the ultimate aim of preparing them for continuing education and employment and advancement in the fields of private, public or governmental accounting. Class discussions, selected problems, and assigned and suggested readings are directed toward teaching the student to read, analyze and think critically, to exercise independent judgment, to apply appropriate technology, and to develop an awareness of ethics, social and legal responsibility.

#### Requirements for the Accounting Major

(24 credits)

Course No.	Course Title	Credits
ACC-302	Cost Management	3
ACC-310, 311	Accounting Theory and Concepts I, II	6
ACC-320	Accounting Information Systems	3
ACC-400	Auditing and Corporate Governance*	3
ACC-405	Accounting Problems and Practice	3
ACC-406	Integrative Professional Capstone*	3
ACC-410	Fundamentals of Federal Taxation	3

\*Students admitted prior to Fall 2005 have the option to take either ACC-400 or ACC-406. Students who are accepted into the MAcc program after 90 credit hours may substitute a required graduate accounting course for ACC-406. Students who do not take ACC-406 must take an additional free elective in order to meet the 120 required credits at the baccalaureate level.

Students desiring to become certified public accountants (CPAs) will be required to have 120 credit hours of education to take the CPA exam and have completed 150 credit hours of education for licensure. Rider accounting majors may graduate after four years (120 credit hours) or seek to achieve the additional credit hours directly through admission to the Master of Accountancy (MAcc) program at the University. It is possible to apply to the MAcc program at Rider after completion of 90 credit hours. (Please consult the Rider University Graduate Academic Catalog for details on the MAcc program.) Undergraduate accounting majors are encouraged to work closely with their advisor to select courses that will best address their career and certification plans. Students should consult the specific certification requirements of the state jurisdiction in which they plan to become certified and plan accordingly.

Students majoring in accounting must receive a grade of at least "C-" in a prerequisite course for any advanced course in accounting, and must have a cumulative average of at least 2.0 in the major.

### Advertising

Advertising students are required to complete a minor in Web Design, which prepares them for the increasingly interactive nature of the advertising field. Focusing on the fundamentals of Internet advertising and Internet marketing, students learn the theory and skills used in advertising design, computer graphics and multimedia development for the Internet. Graduates of this program can pursue job opportunities in interactive advertising agencies and other organizations that consider this specialization an integral part of their marketing efforts, as well as effectively compete for positions in traditional advertising agencies.

#### Core Requirements for the Major

(21 credits)

Course No.	Course Title	Credits
ADV-200	Advertising Principles	3
ADV-311	Advertising Copy and Layout	3
ADV-315	Media Planning and Strategy	3
ADV-370	Interactive Advertising	3
ADV-435	Advertising Campaigns	3
MKT-320	Consumer Behavior	3
MKT-366	Marketing Research	3

#### Required Minor in Web Design

(21 credits)

Course No.	Course Title	Credits
COM-212	Publication Design	3
COM-261	Multimedia Production I	3
COM-360	Advanced Publication Design	3
COM-364	Multimedia Production II	3
COM-460	Multimedia Production III	3

ADV-311	Advertising Copy and Layout	3
CIS-185	Information Systems Essentials	3

### Social Science Requirement

(3 credits)

Course No.	Course Title	Credits
PSY-100	Introduction to Psychology	3

For graduation, students must achieve an overall GPA of 2.0 or higher in the major, with no course grade less than "C-".

## Business Administration

The business administration major requires completion of 18 semester hours of upper-level business courses. For graduation, students must achieve an overall GPA of 2.0 in the major. Business administration majors may not count more than six semester hours or two courses toward a different major with the exception of International Business. Students majoring in Business Administration can count up to nine semester hours or three courses toward the International Business major.

This major provides a strong grounding in all areas of managing large and medium businesses and is appropriate for those who do not wish to specialize in a particular functional area. It is useful for:

- those who may want to enter a management training program with a future employer;
- those who may want to attend graduate school in fields such as business or law.

### Requirements for the Major

(18 credits)

*Courses are to be selected as specified below:*

One upper-level economics elective	3
One upper-level finance elective	3
One upper-level management or human resources elective	3
One marketing elective	3
Two upper-level business electives that may include:	

Course No.	Course Title	Credits
BUS-491	Business Administration Internship	
or		
BUS-490	Independent Research Study	6

### TOTAL

Courses listed as core requirements may not be used for filling the requirements of the business administration major.

## Computer Information Systems

Students with a major in computer information systems (CIS) develop a solid understanding of the use, design, development and management of information systems and information technology. CIS majors at Rider University prepare for a variety of professional career paths. They develop expertise with various application development and networking tools, and discover how the effective use of information systems can create new business opportunities in addition to solving existing business problems.

All of the CIS courses are designed to give students the opportunity to develop and manage projects that can be applied immediately to real organizational settings. Increasingly, firms seeking individuals with a technological specialization expect outstanding organizational communications and interpersonal skills, in addition to excellent analytical skills. To that end, many of the CIS course projects are designed to encourage students to develop and utilize these competencies.

CIS majors begin with CIS-185 Information Systems Essentials, which is also required of all business majors. This course introduces them to software including Microsoft XP, Office, and SAP R/3. After satisfactorily completing this course, students may pursue the CIS major.

The required CIS core includes Introduction to Programming, Networking and Telecommunications, and Database Management. Additionally, each CIS major will choose from one of three model plans of study and take at least three courses in the plan, plus one additional CIS elective of their choice. The three models include E-Business and Multimedia, Networks and Enterprise Management, and Applications Development. Each model prepares the student for a focused career path in information technology. The choice of elective enables the student to further develop a concentration in a particular area or round out his/her knowledge base. In addition, all CIS students are encouraged to participate in a full-semester co-op or a summer internship experience during their junior year. Students work with their CIS advisors to develop a plan of study that best meets their needs.

In their junior or senior year, CIS majors take CIS-385 Management Information Systems, which focuses on the use and management of information technology for the strategic and competitive advantage of an organization. This is also a requirement for all business majors at Rider. This course emphasizes the importance of integrating enterprise-wide resources for maximum organizational effectiveness.

### More than just a major

- The **CIS co-op program** is offered to juniors during their spring semester. Students work full-time (35 hours/week) for an organization after a formal interview process that takes place during the fall term, and earn 6-credit hours for this experience. Concurrently, co-op students take LDP-398 Co-op Seminar (3-credit hours) on campus to integrate the co-op experience with our business curriculum.
- The CIS internship program is offered to students during the summer between their junior and senior year. This is also a full-time commitment, but only for the summer. The summer internship is a 3-credit learning experience.
- A CIS minor is available to all non-business majors at Rider.

- Rider's CIS program is a member of the Oracle Academic Initiative, the SAP University Alliance and the Microsoft Developer's Network (MSDN).
- The CIS and Accounting programs have joined with East Stroudsburg University and Drexel University in the Cyber-crime and Forensics Institute. Rider's Center for Business Forensics offers research and educational programs in fraud and cyber-crime prevention and investigation.

## Computer Information Systems Major

(21 credits)

### Required Core

(9 credits)

Course No.	Course Title	Credits
CIS-200	Introduction to Programming	3
CIS-270	Networking and Telecommunications	3
CIS-330	Database Management	3

Choose 3 from one of the following tracks, plus one additional CIS course (12 semester hours):

### E-business and Multimedia

Course No.	Course Title	Credits
CIS-195	Internet Application Development	3
CIS-255	Introduction to Game Design and Development	3
CIS-260	Business Graphics	3
CIS-300	Object-oriented Programming	3
CIS-325	User-Centered Design	3
CIS-340	Electronic Commerce	3
CIS-370	Systems Analysis and Design Project	3
CIS-390	Project Management	3
CIS-430	Enterprise Systems Integration	3

### Network and Enterprise Management

Course No.	Course Title	Credits
CIS-309	Data Structures and Computer Architecture	3
CIS-315	Integrated Business with SAP	3
CIS-319	Computer Forensics	3
CIS-320	Systems Administration	3
CIS-340	Electronic Commerce	3
CIS-360	Data Mining	3
CIS-375	Advanced Seminar in Global Outsourcing	3
CIS-390	Project Management	3
CIS-420	Enterprise Security	3
CIS-430	Enterprise Systems Integration	3

### Applications Development

Course No.	Course Title	Credits
CIS-195	Internet Application Development	3
CIS-255	Introduction to Game Design and Development	3

CIS-260	Business Graphics	3
CIS-300	Object-oriented Programming	3
CIS-309	Data Structures and Computer Architecture	3
CIS-315	Integrated Business with SAP	3
CIS-319	Computer Forensics	3
CIS-325	User-Centered Design	3
CIS-360	Data Mining	3
CIS-370	Systems Analysis and Design Project	3
CIS-390	Project Management	3
CIS-430	Enterprise Systems Integration	3

For graduation, the student must achieve an overall GPA of 2.0 in the major, with no course grade less than "C-".

## Economics

Economics deals with how societies use scarce resources, organize production, and distribute goods and services. Studying economics helps students develop analytical tools that can be applied to a wide range of problems. Students learn how markets work, how businesses make decisions, and how monetary and fiscal policy affects financial markets and the production of goods and services. A bachelor's degree in economics prepares students for management positions in both business and government. The degree is also excellent preparation for law school, graduate business programs and advanced education in economics.

### Requirements for the Major

(18 credits)

Course No.	Course Title	Credits
ECO-210	Intermediate Macroeconomics	3
ECO-211	Intermediate Microeconomics	3
Four upper-level (300–400) economics electives		12

For graduation students must achieve an overall GPA of 2.0 or better in the major, with no course grade less than "C-".

### Requirements for the Minor

See the requirements for the economics minor in the College of Liberal Arts and Sciences section of the catalog.

## Entrepreneurial Studies

This major is intended for those who want to:

- start their own business;
- join a family business;
- work for a small company;
- develop entrepreneurial thinking.

### Requirements for the Major

(18 credits)

Course No.	Course Title	Credits
ENT-348	Small Business Management	3

ENT-335	Small Business Tax Planning*	3
<i>Three of the following, at least one of which must be an ENT-prefixed course:</i>		
ENT/FIN-350	Entrepreneurial Finance	3
MKT-250	Retailing Management	3
ENT-360	Family Business Management	3
BUS-210	Intro to Law: Contracts	3
CIS-325	User-Centered Design	3
or		
CIS-340	Electronic Commerce	3
MGT-310	Introduction to Human Resource Management	3
or		
MGT-363	Management Skills	3
ENT-375	International Entrepreneurship	3
ENT-420	Student Venture Experience	3
ENT-444	Special Topics in Entrepreneurial Studies	3
ENT-448	Seminar in Small Business Consulting	3
ENT-490	Independent Study	3
<i>One integrative experiential course:</i>		
ENT-410	New Venture Planning	3
<b>TOTAL</b>		<b>18</b>

\*Accounting majors double majoring in Entrepreneurial Studies may substitute ACC-410 Fundamentals of Federal Taxation for the ENT-335 requirement.

For graduation, students must achieve an overall 2.0 GPA in the major, with no course grade less than "C-".

Students are also encouraged to take ENT-491 Entrepreneurial Studies Internship as a free elective.

## Finance

The finance program is designed to meet the needs of students who have a variety of career goals. In many types of jobs, it is essential that one understand the process of financial decision-making and the environment in which those decisions take place. To provide this understanding, the major combines a solid analytical foundation with broad coverage on how the financial system operates.

Programs of study are structured to benefit students who will enter both finance and non-finance careers. In addition, many individuals who have decided to pursue advanced professional degrees have found the finance program to be quite valuable. In short, even if you are not certain whether your career will be in a traditional finance specialization, it is quite possible that finance courses will be very useful in your personal and professional life.

There is considerable flexibility in arranging individual programs of study within the major. Students may choose a well-rounded exposure to the many facets of financial decision-making. They may select courses in such areas as investment analysis, financial modeling, corporate financial management, banking and financial markets, real estate, and personal financial planning.

## Requirements for the Major

(18 credits)

### Required Core

Course No.	Course Title	Credits
FIN-307	Financial Markets and Institutions	3
FIN-309	Intermediate Corporate Finance	3
FIN-312	Investments	3

### Major Electives

Three finance electives at the 300–400 level (9 credits), excluding Finance Internship and Finance Co-op.

For entry into the Finance major, students need at least a "C-" in FIN-220 Introduction to Finance.

Students must achieve a grade of at least "C-" in each of the major courses with a minimum GPA of 2.0 in the major.

The following electives are recommended to those interested in the career areas specified below:

### Corporate Financial Management:

FIN-330 Corporate Cash Management

### Investment Analysis and Personal Financial Planning:

FIN-412 Investment Analysis and Portfolio Management, and FIN-305 Personal Financial Planning

### Financial Models:

FIN-315 Financial Modeling.

Because the field is closely related to finance, majors are encouraged to take advanced courses in accounting. Among the most useful accounting courses are ACC-310 and ACC-311, Accounting Theory and Concepts I and II.

Finance majors can obtain a Certificate in Investment Analysis, which is a program designed to prepare students for the Chartered Financial Analyst (CFA) Level 1 exam. The requirements for the program are listed under the Certificate Programs heading of this section of the catalog.

### Special Double Major Opportunities

Recognition and credit is given to the significant amount of finance-related material that is included in the program for accounting majors. As a result, students who are finance and accounting double majors can reduce the number of required finance courses from six to five. Details are available from the CBA Dean's office or from the chairperson.

## Global Supply Chain Management

Supply Chain Management is one of the hottest topics and areas of interest in the corporate world that we live in today. Over the last 15 years, firms have recognized that a well organized and managed supply chain represents a key ingredient in a company's efforts to remain competitive. Evidence of the continually increasing importance of

the supply chain is illustrated by the large supply chain organizations that all major corporations now maintain, the intensive recruiting by corporations of students with strong supply chain backgrounds, the regular front-page articles in the Wall Street Journal on individual firm's supply chain advances, and the increasing number of colleges and universities that are developing supply chain programs.

The Global Supply Chain Management (GSCM) program at Rider is intended to provide students with an understanding of the impact this important field is having on the conduct of domestic and international business. It is an interdisciplinary program merging coursework from management science, marketing, information systems, and international business. Students will learn to see and understand connections between the different supply chain-related disciplines. Students will learn about different operating models used in today's businesses and will also gain an understanding of how businesses operate among different cultures and regions of the world.

The objectives of the GSCM program are to help students:

- become familiar with components of global supply chains (e.g., manufacturing, production, distribution, transportation) and issues related to the management of global supply chains.
- understand the similarities and differences, as well as the strengths and weaknesses, of different business operating models.
- explore how organizations operate and adapt to cultural and regional norms, address border issues, and comply with local, regional, and international laws governing the conduct of business.
- understand the connections between disciplines related to GSCM (e.g., management science, marketing, information systems, international business, and legal studies).
- gain hands-on experience with global supply chains through a required co-op or internship experience.
- develop an in-depth knowledge of current and future career opportunities within GSCM.

### **Requirements for the Major**

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
GSC-115	Introduction to Global Supply Chain Management	3
GSC-235	Supply Chain Management: External Focus	3
GSC-345	Customer Focus	3
GSC-355	Supply Chain Management: Internal Focus	3
GSC-445	Supply Chain Strategy and Design	3
GSC-399	Global Supply Chain Management Co-op*	6

### **Major Electives**

Select two of the following: 6

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
CIS-200	Introduction to Programming	
CIS-309	Data Structures and Computer Architecture	
CIS-315	Integrated Business with SAP	
CIS-330	Database Management Systems	
CIS-340	Electronic Commerce	

CIS-360	Data Mining
CIS/GSC-375	Advanced Seminar in Global Outsourcing
ECO-305	International Trade and Investment
ENT-375	International Entrepreneurship
FIN-308	International Finance
MGT-375	International Management
MKT-250	Retailing Management
MKT-310	Business-to-Business Marketing
MKT-330	International Marketing
MKT-340	Personal Selling
MKT-440	Sales Management

### **International Business Elective**

Select one of the following:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
ECO-305	International Trade and Investment	3
ENT-375	International Entrepreneurship	
FIN-308	International Finance	
MGT-375	International Management	
MKT-330	International Marketing	

### **Business Analytics and Technology Requirement**

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
GSC-385	Information Systems for Global Supply Chain Management**	3

\*Students majoring in Global Supply Chain Management are required to take a 6-credit co-op OR a 3-credit Internship and a 3-credit business elective.

\*\*Students majoring in Global Supply Chain Management may not take CIS-385 Management Information Systems.

Students must achieve a grade of at least "C-" in each of the major courses with a minimum GPA of 2.0 in the major.

### **International Business Major**

The international business co-major is designed to enable students in the College of Business Administration to expand the breadth and depth of their knowledge by combining international business with another business major. Concurrent business majors include: accounting, advertising, business administration, computer information systems, economics, entrepreneurial studies, finance, global supply chain management, human resource management, management and leadership, and marketing.

The International Business Major requires 15 credits of international business electives (including one which must be an experiential or a short-term study abroad course), plus 6 credits of international liberal arts electives for a total of 21 international course credits.

It is possible for the student to minor in a foreign language. The minor requires 18 credits, six of which may be fulfilled through the international liberal arts requirement for the co-major.

### **Requirements for the Double Major**

CBA: 15 credits

Four (4) international business electives from the following list:

<b>Course No.</b>	<b>Course Title</b>
ADV-369	International Advertising
BUS-375	International Business Law
CBA-490	Independent Study: Global Business
CIS/GSC-375	Advanced Seminar in Global Outsourcing
ECO-305	International Trade and Investment
ECO-315	Comparative Economic Systems
ECO-365	The Post-Soviet Economy
ENT-375	International Entrepreneurship
FIN-308	International Finance
MGT-375	International Management
MKT-330	International Marketing
PLUS one (1) "experiential" elective from the approved list: <sup>*</sup>	
BUS-492	Global Business Internship
CBA-315	Global Business Study Tour
CBA/IND-316	Nature's Business: Study Tour
CBA-317	Emerging Nations Study Tour
CBA-490	Independent Study: Global Business
GSC-315	Global Supply Chain Study Tour
POL-295	Special Topics: Model UN

<sup>\*</sup>A semester-long study abroad program may be used to count towards this requirement.

### **Liberal Arts**

(6 credits)

Two courses (6 credits) chosen from a list of approved international liberal arts electives (can be applied to the Foreign Language minor)

#### **Optional Addition—Foreign Language Minor:**

Total of six courses (18 credits) in a foreign language

International Liberal Arts Electives include courses in the humanities, social sciences and foreign languages:

<b>Course No.</b>	<b>Course Title</b>
CHI-307	Images of Women in Chinese Literature and Film
CHI-310	Chinese Culture and Civilization
CHI-311	Calligraphy as a Window to Chinese Language and Culture
COM-252	Intercultural Communication
COM/GLS-352	Chinese and American Intercultural Communication
COM/GLS-393	International Communication
FRE-311	French Culture
GER-310	German Culture
GLS-180	Understanding Global Relations
GLS-200	Social Construction of Global Society
GLS-201	Politics of Global Economy
GLS-285	The Student Global Village
GLS-295	Emerging Issues in Global Studies
GLS-310	Ethnographic Film

GLS-325	Global Perspectives on Health and Illness
GLS-447	Global Literature
GLS-491	Internship in Global and Multinational Studies
HIS-191	Europe since 1715
HIS-201	African American History
HIS-200	Native American History
HIS-243	Italy from the Middle Ages to the Present
HIS-246	Modern Britain
HIS-249	Women in Europe
HIS-274	Modern Russia
HIS-280	Vietnam in Peace and War
HIS-281	The Modern Middle East
HIS-282	Colonial Latin America
HIS-283	Modern Latin America
HIS-284	Caribbean History
HIS-285	Traditional China and Japan
HIS-286	Modern East Asia
HIS-341	China in Revolution
HIS-342	Women in East Asia
HIS-288	African History
HIS-289	History of Modern Japan
HIS-307	The Immigrant in American Life
ITA-310	Italian Culture and Civilization
LIT-250	Masterworks of Western Literature I
LIT-251	Masterworks of Western Literature II
LIT-311	Russian Literature
LIT-330	Russian Culture
MUS/GLS-308	World Music
PHL-207	Asian Philosophy
PHL-348	Indian Philosophy
PHL-358	Chinese Philosophy
PHL-368	Japanese Philosophy
POL/GLS-215	Global Politics
POL-216	Comparative Political Systems
POL-218	Asian Political System
POL/GLS-225	Nationalism in World Politics
POL-255	European Politics
POL-272	Politics of Latin America
POL-307	Political Communication
POL/GLS-315	Global Issues
POL-320	Politics of the Middle East
POL-321	International Law
POL/GLS-329	Comparative Environmental Policy
POL-364	Chinese Politics
POL/GLS-365	Third World Politics
POL-366	Communist Systems: Politics and Policies
POL/GLS-367	Politics of Exile, Asylum and Diaspora
POL/GLS-368	International Organizations
POL-371	The Arab-Israeli Conflict
SOC-311	Social and Cultural Change
SOC-341	Developing Societies

SPA-310	Spanish Culture and Civilization
SPA-311	Latin-American/Latino Culture
	Any foreign language elective

## Human Resource Management

Human Resource Management (HRM) professionals perform many vital business activities in organizations. HRM professionals establish and implement policies that affect such organizational functions as recruitment, selection, training and development, performance management, compensation and benefits. Additionally, they may be involved with human resource planning, job design and developing and implementing strategy. HRM professionals also take on responsibility for making sure that all aspects of organizational operations are in full compliance with equal employment opportunity legislation and other employment laws. Our HRM major provides a strong foundation for successful careers in all of the above activities.

### Requirements for the Major

(18 credits)

Course No.	Course Title	Credits
MGT-310	Introduction to Human Resource Management	3
<i>PLUS five of the following courses, including at least three of the first five listed:</i>		15
HRM-312	Introduction to Labor Relations	
HRM-313	Legal Aspects of Human Resource Management	
HRM-315	Employee Selection and Training	
HRM-316	Employee Compensation Systems	
MGT-320	Managing Workforce Diversity	
MGT-336	Career Management*	
MGT-346	Negotiation	
MGT-355	Team Management**	
MGT-363	Management Skills**	
MGT-375	International Management	
ENT-348	Small Business Management	
HRM-441	Selected Topics in Human Resource Management	
HRM-490	Independent Research Study	

\*Human Resource Management majors have the option of completing MGT-336 Career Management and waiving the professional development requirements of CBA-202 Career Planning & Perspectives II and CBA-302 Career Planning & Perspectives III. If a student waives these two 1-credit courses, the student must complete 2 credits of free elective for graduation.

\*\*Human Resource Management majors have the option of completing MGT-355 Team Management or MGT-363 Management Skills for their major requirements as well as for their Leadership Elective requirement. If a student chooses to count MGT-355 or MGT-363 toward both the major requirements and the Leadership Elective, the student must complete 3 credits of free elective for graduation.

An average grade of "C" or better is required in the 18 semester credit hours required of the human resource management major. Majors are encouraged to take HRM-492 Internship in Human Resource Management as a free elective.

## Management And Leadership

The manager's job is fast-paced and requires the ability to make decisions and facilitate the work of others. The management and leadership major gives students the knowledge and skills they need to compete in a rapidly changing global marketplace. Firms of all sizes and in all fields need good managers who know how to motivate subordinates, manage teams, resolve conflicts, and lead by example. Businesses want new employees who can handle themselves as subordinates, supervisors, and team members. Whether students are looking for a position with a medium to large organization or thinking of starting companies of their own, the management and leadership major provides the knowledge and skills they will need to be successful.

### Requirements for the Major

(18 credits)

Course No.	Course Title	Credits
MGT-355	Team Management*	3
MGT-363	Management Skills*	3
<i>Plus four of the following courses:</i>		
ENT-348	Small Business Management	
MGT-310	Introduction to Human Resource Management	
MGT-320	Managing Workforce Diversity	
MGT-336	Career Management**	
MGT-346	Negotiation	
MGT-375	International Management	
MGT-421	Selected Topics in Management and Organizational Behavior	
MGT-490	Independent Research and Study	

\*Management majors have the option of completing MGT-355 Team Management or MGT-363 Management Skills for their major requirements as well as for their Leadership Elective requirement. If a student chooses to count either MGT-355 or MGT-363 toward the Leadership Elective, the student must complete 3 credits of free elective for graduation.

\*\*Management majors have the option of completing MGT-336 Career Management and waiving the professional development requirements of CBA-202 Career Planning & Perspectives II and CBA-302 Career Planning & Perspectives III. If a student waives these two 1-credit courses, the student must complete 2 credits of free elective for graduation.

An average grade of "C" or better is required in the 18 semester credit hours that are required for the management and leadership major. Majors are encouraged to take MGT-491 Internship in Management and Leadership as a free elective.

## Management And Leadership/ Human Resource Management Double Major

### Requirements for the Double Major

(30 credits)

Course No.	Course Title	Credits
MGT-310	Introduction to Human Resource Management	3
MGT-355	Team Management*	3

MGT-363	Management Skills*	3	ADV-311	Advertising Copy and Layout
<i>Plus seven of the following courses, including at least three of the first five listed:</i>		21	ADV-315	Media Planning and Strategy
HRM-312	Introduction to Labor Relations		ADV-369	International Advertising
HRM-313	Legal Aspects of Human Resource Management		ADV-370	Interactive Advertising*
HRM-315	Employee Selection and Training		MKT-250	Retailing Management
HRM-316	Employee Compensation Systems		MKT-260	Services Marketing
MGT-320	Managing Workforce Diversity		MKT-310	Business-to-Business Marketing
MGT-336	Career Management**		MKT-320	Consumer Behavior
MGT-346	Negotiation		MKT-330	International Marketing
ENT-348	Small Business Management		MKT-340	Personal Selling
MGT-375	International Management		MKT-345	Customer Focus in the Supply Chain
MGT-421	Selected Topics in Management and Organizational Behavior		MKT-370	Internet Marketing*
or			MKT-380	Healthcare Marketing
HRM-441	Selected Topics in Human Resource Management <i>(either 421 or 441 can be taken, not both)</i>		MKT-440	Sales Management
HRM-490	Independent Research Study		MKT-469	Selected Topics in Marketing
MGT-490	Independent Research Study			*Students cannot receive credit for both ADV-370 and MKT-370.

\*Management and Human Resource Management double majors have the option of completing MGT-355 Team Management or MGT-363 Management Skills for their major requirements as well as for their Leadership Elective requirement. If a student chooses to count either MGT-355 or MGT-363 toward the Leadership Elective, the student must complete 3 credits of free elective for graduation.

\*\*Management and Human Resource Management double majors have the option of completing MGT-336 Career Management and waiving the professional development requirements of CBA-202 Career Planning & Perspectives II and CBA-302 Career Planning & Perspectives III. If a student waives these two 1-credit courses, the student must complete 2 credits of free elective for graduation.

An average grade of "C" or better is required in the 30 semester credit hours that are required for the management and leadership and human resource management double major. Majors are encouraged to take either MGT-491 Internship in Management and Leadership OR HRM-492 Internship in Human Resource Management as a free elective.

## Marketing

The marketing major prepares students for a broad array of careers in such fields as sales, retailing, promotion, distribution, customer service, marketing research and others. Possible employment opportunities can be found with profit or nonprofit and public or private organizations marketing goods or services to consumers, businesses or other organizations.

### Requirements for the Major

(18 credits)

Course No.	Course Title	Credits
MKT-366	Marketing Research	3
MKT-460	Marketing Management Seminar	3
<i>Four additional courses from the following are required for the major:</i>	12	
ADV-200	Advertising Principles	

Students interested in retailing usually choose: MKT-250 Retailing Management, MKT-320 Consumer Behavior, and MKT-440 Sales Management.

Students interested in business-to-business marketing usually choose: MKT-310 Business to Business Marketing, MKT-340 Personal Selling, and MKT-440 Sales Management.

Students interested in marketing research usually choose: MKT-320 Consumer Behavior and MKT-366 Marketing Research.

For graduation, students must achieve an overall GPA of 2.0 or higher in the major, with no course grade less than "C-". Majors are encouraged to take additional marketing and advertising courses to satisfy free elective requirements.

## CONCENTRATION PROGRAMS

### Entrepreneurial Studies (ES) Concentration

The ES concentration is an option for any business student desiring to focus on starting a new venture, or working in a small or family firm environment. The concentration must be taken with another major in the College of Business Administration.

The ES concentration requires four business courses as outlined below (courses to be counted as either major or free electives):

Course No.	Course Title	Credits
ENT-348	Small Business Management	3
ENT-410	New Venture Planning	3
<i>Two of the following courses, one of which must be an ENT-prefixed course:</i>		6
BUS-210	Intro to Law: Contracts	
CIS-325	User-Centered Design	
or		
CIS-340	Electronic Commerce	
ENT-335	Small Business Tax Planning*	
ENT/FIN-350	Entrepreneurial Finance	

ENT-360	Family Business Management
ENT-375	International Entrepreneurship
ENT-420	Student Venture Experience
ENT-444	Special Topics in Entrepreneurial Studies
ENT-448	Seminar in Small Business Consulting
ENT-490	Independent Study
MGT-310	Introduction to Human Resource Management
or	
MGT-363	Management Skills
MKT-250	Retailing Management

\*Accounting majors can substitute ACC-410 Fundamentals of Federal Taxation for ENT-335.

Students must achieve an overall 2.0 GPA in the concentration, with no course grade less than "C-".

## Fraud and Business Forensics Concentration

A concentration in Fraud and Business Forensics consists of four courses that can be completed as part of the undergraduate Accounting or Computer Information Systems program. The concentration prepares students for a career in the field of fraud investigation and forensics by providing skills and tools to both prevent fraud from occurring and discovering fraud after it has occurred.

### Required Courses

Course No.	Course Title	Credits
ACC-325	Fraud Examination and Business Forensics	3
BUS-425	Evidence Management and Presentation	3
ACC-450	Business Forensic Applications	
or		
ACC-321	Internal Auditing	3

### Accounting Track

<i>Choose one of the following:</i>	3
ACC-320	Accounting Information Systems
ACC-400	Principles of Auditing and Corporate Governance

### Computer Information Systems Track

CIS-370	Systems Analysis and Design Project	3
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Students must achieve a minimum 2.5 GPA in the coursework required for the concentration, with no grade lower than a "C" in any course in the concentration.

## Certificate in Investment Analysis

The CBA offers a Certificate in Investment Analysis for undergraduate finance majors interested in careers in investments. The certificate program is designed to prepare students for the Chartered Financial Analyst (CFA) Level 1 exam. The CFA designation is globally recognized by employers and investment professionals. The contents of the required courses for the certificate cover a significant portion of the CFA curriculum and will largely prepare students for the CFA Level 1 exam.

### Admission

Rider undergraduate students majoring in Finance may choose to apply for the certificate program if meeting the following requirements:

- minimum cumulative GPA of 3.25 after completing 60 credits
- minimum grade of "B" in at least five of the six prerequisite courses\*
- minimum grade of "C" in no more than one of the six prerequisite courses

### Prerequisite Courses

Course No.	Course Title	Credits
ACC-210	Introduction to Accounting	3
ACC-220	Managerial Uses of Accounting	3
ECO-200	Principles of Macroeconomics	3
ECO-201	Principles of Microeconomics	3
MSD-200	Statistical Methods I	3
MSD-201	Statistical Methods II	3

Students must also achieve a minimum grade of "B" in FIN-220 Introduction to Finance, which is normally taken in the junior year. However, students interested in the certificate are strongly encouraged to take FIN-220 in the second semester of their sophomore year.

### Requirements for the Certificate

(18 credits)

Course No.	Course Title	Credits
FIN-309	Intermediate Corporate Finance	3
FIN-312	Investments	3
FIN-360	Derivative Securities	3
FIN-412	Investment Analysis	3
PMBA-8324	Financial Reporting and Analysis**	3
PMBA-8348	Fixed Income Securities & Alternative Investments	3

\*The prerequisite courses are: ACC-210, ACC-220, ECO-200, ECO-201, MSD-200 and MSD 201.

\*\*Students who are double majoring in Finance and Accounting are permitted to waive PMBA-8324 Financial Reporting and Analysis.

In order to successfully complete the certificate program, students must have a minimum GPA of 3.4 in the 18 semester hours of required coursework and a minimum cumulative GPA of 3.25.

Other certificate programs, including the Certificate in Fraud and Business Forensics, can be found in the College of Continuing Studies section of the catalog.

## **Advertising For Communication and Journalism Majors**

### **Requirements for the Minor**

(30 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
MKT-200	Marketing Principles	3
MKT-320	Consumer Behavior	3
ADV-200	Advertising Principles	3
ADV-311	Advertising Copy and Layout	3
ADV-315	Media Planning and Strategy	3
ADV-435	Advertising Campaigns	3
COM-105	Communication, Culture and Media	3
COM-212	Publication Design	3
COM-240	Public Relations	3
COM-360	Advanced Publication Design and Presentation	3

Students must achieve a minimum GPA of 2.0 in the minor, with no course grade less than "C."

## **Advertising For English Majors**

### **Requirements for the Minor**

(27 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
CIS-260	Business Graphics	3
or		
COM-212	Publication Design	
MKT-200	Marketing Principles	3
MKT-320	Consumer Behavior	3
ADV-200	Advertising Principles	3
ADV-311	Advertising Copy and Layout	3
ADV-370	Interactive Advertising	3
ADV-435	Advertising Campaigns	3
ENG-321	Workplace Writing: Business and Professional Contexts	3
or		
ENG-324	Workplace Writing: Online Contexts	3
<i>Choose one of the following:</i>		
ENG-304	Creative Writing: Fiction	
ENG-305	Creative Writing: Nonfiction	
ENG-311	Creative Writing: Playwriting	
ENG-312	Creative Writing: Screen Writing	
ENG-322	Workplace Writing: Grant Proposals, Fundraising and Development	
ENG-323	Workplace Writing: Reviewing and Publishing	

Students must achieve a minimum GPA of 2.0 in the minor, with no course grade less than "C-."

## **Business Of Sports**

(Available to all majors)

(18 credits)

### **Required Courses**

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
BUS-250	Introduction to the Business of Sports	3
BUS-444	Senior Seminar in Sports	3
<i>Choice of four additional courses:</i>		12
AMS-211	Sports in American Life	
COM-347	Sports Media Relations	
ECO-326	Economics of Sports	
GND-333	Gender and Sports	
BUS/LAW-355	Sports and the Law	
BUS-491	Internship in Sports	

## **Computer Information Systems**

(Available to all nonbusiness majors)

(12 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
CIS-185	Information Systems Essentials (required)	3
CIS-195	Internet Applications Development	3
CIS-200	Introduction to Programming	3
CIS-255	Introduction to Game Design and Development	3
CIS-260	Business Graphics	3
CIS-270	Networking and Telecommunications	3
CIS-300	Object-Oriented Programming	3
CIS-309	Data Structures and Computer Architecture	3
CIS-319	Computer Forensics	3
CIS-320	Systems Administration	3
CIS-325	User-Centered Design	3
CIS-330	Database Management	3
CIS-340	Electronic Commerce	3
CIS-360	Data Mining	3
CIS-370	Systems Analysis and Design Project	3
CIS-375	Advanced Seminar in Global Outsourcing	3
CIS-390	Project Management	3
CIS-410	Special Topics	3
CIS-420	Enterprise Security	3
CIS-430	Enterprise Integration*	3

\*Permission of instructor required

## **Entrepreneurship**

(Available to all non-business majors)

**Requirements for the Minor**

(18 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
ACC-210	Introduction to Accounting	3
MGT-201	Fundamentals of Management and Organizational Behavior	3
ENT-348	Small Business Management	3
ENT-410	New Venture Planning	3
<i>Two of the following electives:</i>		6
ENT-335	Small Business Tax Planning	
ENT-360	Family Business Management	
ENT-375	International Entrepreneurship	
ENT-444	Special Topics in Entrepreneurial Studies	
ENT-490	Independent Research and Study	

PSY-201	Statistics and Research Design	3
or		
ENV-200	Statistical and Computer Applications in the Natural Sciences	3
or		
MTH-120	Introduction to Applied Statistics	3
ECO-200	Macroeconomics	3
or 201	Microeconomics	3
ACC-210	Principles of Financial Accounting	3
MGT-201	Fundamentals of Management and Organizational Behavior	3
MKT-200	Marketing Principles	3
BUS-300	Social and Legal Environment of Business	3
FIN-220	Introduction to Finance	3

A minimum of six courses must be taken in business administration and students must achieve a minimum GPA of 2.0 in the minor.

**Finance**

(Available to all non-business majors)

**Requirements for the Minor**

(18 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
ACC-210	Introduction to Accounting	3
ECO-201	Microeconomics	3
FIN-220	Introduction to Finance	3
<i>Three of the following electives:</i>		9
FIN-305	Personal Financial Planning	
FIN-307	Financial Markets & Institutions	
FIN-308	International Finance	
FIN-309	Intermediate Corporate Finance	
FIN-312	Investments	
FIN-315	Financial Modeling	
FIN-330	Corporate Cash Management	
FIN-350	Entrepreneurial Finance	
FIN-360	Derivatives	
FIN-412	Investment Analysis & Portfolio Management	

Students must achieve a minimum 2.0 GPA in the minor with no course grade below a "C-."

**Sales For Nonbusiness Majors**

(Available to all non-business majors)

(21 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
MSD-105	Quantitative Methods	3
or		
MTH-105	Algebra and Trigonometry	3
<i>One of the following statistics courses:</i>		
BNS-250	Biostatistics	
CHE-250/250L	Quantitative Analysis & Statistical Methods	
ENV-200	Statistical and Computer Applications in the Natural Sciences	
MSD-200	Statistical Methods I	
MTH-120	Introduction to Applied Statistics	
POL-230	Methods of Political Analysis	
PSY-201	Statistics and Research Design	
MKT-200	Marketing Principles	3
MKT-340	Personal Selling	3
MKT-440	Sales Management	3
<i>Two of the following elective classes:</i>		6
ADV-200	Advertising Principles	
ADV-315	Media Planning and Strategy	
ADV-370	Interactive Advertising	
or		
MKT 370	Internet Marketing	
MKT-250	Retailing Management	
MKT-260	Services Marketing	
MKT-310	Business-to-Business Marketing	
MKT-320	Consumer Behavior	
MKT-345	Customer Focus	
MKT-380	Healthcare Marketing	

**General Business**

(Available to all non-business majors)

**Requirements for the Minor**

(24 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
MSD-105	Quantitative Methods	3
or		
MTH-210	Calculus I	
MSD-200	Statistical Methods I	3
or		

## Health Administration Minor

(21–24 credits)

### Required Courses

Course No.	Course Title	Credits
HTH-205	Introduction to the Health Care Sector	3
HTH/ECO-336	Economics of the Health Care Sector	3
HTH/ECO-450	Seminar in Health Research or HTH-491      Health Administration Internship	3
	<i>Select two from the following:</i>	6
HTH/BUS-315	Health Care Law, Ethics and Policy	
BHP-309	Genetic Engineering and the Philosophy of Science	
BIO-206	The Pharmaceutical Industry	
HTH-215	Population Healthcare Management	
PHL-304	Medical Ethics	
SOC-346	Health Care and Society	
GLS-325	Global Perspectives of Health and Illness	
MKT-380	Healthcare Marketing	
PSY-345	Health Psychology	
	<i>Select one from the following:</i>	3
BIO-100	Life Science: Human Emphasis	
BIO-101	Life Science: Cell Biology and Genetics	
BIO-106	Life Science: Human Disease	
BIO-108	Life Science: Biology of Human Aging	
BIO-110	Life Science: Inquiry Approach	
BIO-115	Principles of Biology: Evolution, Diversity, Biology of Animals	
BIO-221	Human Anatomy and Physiology I	
BNS-107	Life Science: Behavioral Neuroscience Emphasis	
BNS-275	Behavioral Neuroscience	
CHE-115	Chemistry and Contemporary Society	
PSY-220	Abnormal Psychology	
	<i>Business majors must select one from the following:</i>	3
BHP-309*	Genetic Engineering and the Philosophy of Science	
BIO-206*	The Pharmaceutical Industry	
ECO-335	Economics of the Public Sector	
HTH/BUS 315*	Health Care Law, Ethics and Policy	
GLS-325*	Global Perspectives of Health and Illness	
MGT-310	Introduction to Human Resource Management	
MKT-380	Healthcare Marketing	
PHL-304*	Medical Ethics	
SOC-248	Social Service Organizations	
SOC-346*	Health Care and Society	
SOC-347	Aging and the Elderly	
SOW-200	Social Services and Social Work	
	<i>Non-business majors must select two from the following:</i>	6
BIO-206*	The Pharmaceutical Industry	
HTH/BUS 315*	Health Care Law, Ethics and Policy	
ECO-335	Economics of the Public Sector	
MGT-201	Fundamentals of Management	
MGT-310	Introduction to Human Resource Management	
MKT-200	Marketing Principles	
MKT-380*	Healthcare Marketing	

\*These courses may not be used to fulfill two different categories.

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## School of Education

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[www.rider.edu/education](http://www.rider.edu/education)

# School of Education

Since 1913, the School of Education at Rider University has made a difference, responding with scholarship and imagination to the education profession by preparing graduates for the opportunities and challenges of teaching.

Committed to excellence, the School of Education keeps all its programs relevant to the changing needs of students, the professional communities it serves, and society by anticipating those needs and taking measures to meet them. This commitment to excellence is based on the belief that today's teacher must be able to demonstrate sensitivity to students, familiarity with curriculum, and a thorough knowledge of subject matter and the learning process.

Rider University teacher preparation programs are grounded in current research on learning, curriculum, teaching, and exemplary practice of reflective teachers.

Rider University prepares teachers who understand:

- that learning involves the active construction of knowledge through posing questions, exploring materials, and testing ideas;
- that this learning may take place in cooperative learning groups as well as individual learning activities;
- that teaching is not just the performance of various learned strategies and methods but a reflective process of observation, deliberation and assessment throughout one's career;
- that all curriculum content is interrelated and often is learned best in integrated or thematic units of study;
- that assessment and teaching are dynamic processes that go hand in hand;
- and that curriculum and teaching must be responsive to the culture, class, gender, strengths, needs, past experiences, and interests of individual students.

When students enroll in the School of Education, they have the opportunity to work with a professor during their time at Rider who will personally advise them and assist them in developing their specific programs. In their classes they will work directly with members of the faculty who have been successful practitioners in their respective fields. Students enrolled in the Rider teacher preparation programs receive structured experiences working with children, teachers, school administrators, and community agencies.

Undergraduate education courses are taught in conjunction with a semester-long field experience in a public, non-public, or charter school in which students work with an experienced classroom teacher and a Rider professor. Over the course of his or her professional preparation, each student is placed in a variety of grade levels in both urban and suburban schools.

In the sophomore year, students work as teacher assistants. They observe and help conduct learning activities that the teacher has planned. In the junior year, students continue to observe and assist but also plan for and teach individuals, small groups, and full classes. In the senior year, students complete an entire semester of full-time student teaching.

The future offers unique challenges and opportunities for teacher education students. Education welcomes those students who want to make a difference in their own lives and the lives of others. The program prepares students to learn how to affect change in an ever-changing world.

## MISSION



The School of Education prepares undergraduate and graduate students for professional careers in education, organizations, and agencies in the diverse American society. The School of Education fosters the intellectual, personal, and social development of each student for a changing world by creating and providing programs that embody the highest academic and professional standards.

The School of Education develops students who are committed, knowledgeable, professional, and reflective and who value service, ethical behavior, and the improvement of one's self and profession. The School of Education promotes a climate of scholarly inquiry, high expectations for achievement, and best professional practices while establishing beneficial relationships with the public and exchanging relevant ideas and services that speak to emerging needs.

This Mission Statement is based on the Conceptual Framework of the School of Education. The Framework can be accessed on the School of Education Web site.

## ACCREDITATION

All teacher preparation programs offered by the School of Education are approved by the New Jersey State Department of Education using the New Jersey Professional Standards for Teachers and School Leaders. In addition, all programs are nationally recognized by their respective Specialty Professional Associations (SPA) and the School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE), the highest accreditation possible in teacher education. This helps our graduates as they seek employment nationwide.

In the United States nearly 1,500 colleges and universities offer teacher education but only about 588 are NCATE accredited. In New Jersey only nine of approximately 25 colleges and universities have NCATE accreditation; Rider is the first private institution in New Jersey to do so. The institutional pass rate for Title II – assessment of program completers in the School of Education for 2011-2012 is 99 percent.

## DEGREES

At the undergraduate level, the School of Education offers three degree programs. The degrees are: (1) Bachelor of Science in Education, with a major in comprehensive business education; (2) Bachelor of Arts in Elementary Education, with a major in elementary education (including minors in early childhood education, middle school education, special education, bilingual education and English as a second language (ESL), and a second major in a liberal arts or science (3) Bachelor of Arts in Secondary Education, with majors in English, mathematics, science (biochemistry, biology, chemistry, environmental sciences, geosciences, marine sciences,), history, social studies, and world language (French, German, Spanish). Students may also elect minors in special education, bilingual education, and English as a second language (ESL). In addition, an internal certificate in technology is also available. For those students interested in becoming certified teachers of psychology, the psychology teacher certification program is available.

## ADMISSION

Admission to the School of Education places great responsibility upon students. In enrolling, students enter into a relationship with instructors and fellow students in which there are shared responsibilities. Students are expected to display a commitment to study and to initiate intellectual pursuits. Further, students are expected to recognize that learning involves bringing interests, enthusiasm, curiosity, and reflection to their work. The experiences that unfold during class meetings should be considered opportunities for personal growth and learning. These opportunities are by no means limited to the classroom but include work in the field and on campus as well.

## TEACHER EDUCATION PROGRAM DESIGN

### **Self-Development**

In the freshman year, emphasis is placed on developing those basic skills that enable a prospective teacher to become a scholar and to engage successfully in college-level studies. In addition, a specially designed freshman seminar helps the student adjust to college life.

### **Studies Strengthening Teaching and Learning**

Early experience through courses in the social sciences and behavioral studies, emphasizing psychology, provide an important scholarly foundation for educational practice. In addition, college-level study of subjects related to the student's teaching field is an important element in this phase of the teacher education program.

### **Selective Retention in Teacher Education**

Education students must demonstrate competence in their academic work to continue in the teacher preparation program. Competence is assessed in a variety of ways and at different levels. Education students must maintain a 2.75 cumulative average in all courses taken at Rider. Students must also receive a grade of "C+" or higher in all education courses. It is the individual student's responsibility to re-take any education course in which a grade lower than "C+" has been earned. Stu-

dents will be permitted to undertake student teaching only if they have received "C+" or higher in all education courses and have a minimum cumulative GPA of 3.0.

The undergraduate education department also reviews the professional development of all students to ensure that they meet departmental standards for professional conduct and that they show promise of success in teaching. This review is in addition to the grade requirements listed above; in addition, prior to registration in the methods courses, all Elementary Education students must pass the Praxis II Elementary Education Multiple Subjects Test (test code 5031) with at least the minimum score in each of the tests listed below:

Reading and Language Arts (5032): 165

Mathematics (5033): 164

Social Studies (5034): 155

Science (5035): 159

Secondary education majors must take the Praxis exam for their content area prior to student teaching. As appropriate, students who fail to meet the department's standards will be counseled on ways to improve their performance or be asked to leave the program.

### **Dismissal from Field Experience Prior to Student Teaching**

In the event that termination is requested by the school in which the student is completing his or her field experience or by the faculty member of the course of which the field experience is a part, the student will be removed from the assignment immediately.

Any student who is removed from a field experience shall have his or her case referred to a departmental committee on Professional Development in Teacher Education, which shall determine whether the termination was for good cause and, if so, whether the student shall be dismissed from the School of Education. The committee may consist of the field course instructor(s), the department chair, the advisor, and other appropriate Rider personnel.

### **Teacher Certification and Placement**

Teacher candidates are recommended for certification only when they have: (1) successfully completed all course requirements of a particular program; and (2) successfully demonstrated continued competence, aptitude, motivation, and potential for outstanding success in teaching. Students must have attained at least a "C+" in student teaching along with a cumulative GPA of 3.0. It should be noted that for New Jersey certification (and many other states as well) it is necessary to pass the appropriate Praxis Series exam, formerly called the National Teacher Examination or NTE. Consult the certification office in Memorial Hall 116 for further details.

Graduates who have completed all the requirements of an approved program in teacher education are eligible to receive, upon passing a Praxis Series test of academic knowledge related to the field of certification, a New Jersey Certificate of Eligibility with Advanced Standing.

The Certificate of Eligibility with Advanced Standing is valid for the lifetime of its holder. It authorizes the holder to seek and accept offers of employment in New Jersey schools.

Students seeking out-of-state certification will find that completing a NCATE-approved program will enable them to become certified in many states. Since each state has its own requirements for teacher certification, it is recommended that students first contact the State Department of Education to learn the requirements of each specific state. The Office of Certification (Memorial Hall 116) will also provide assistance in determining out-of-state certification requirements and state reciprocity agreements.

## TRANSFER REQUESTS

Students transferring from other institutions are encouraged to become familiar with the education programs. Transcripts are reviewed in terms of Rider's program requirements, and this review is made available to prospective students.

Students enrolled in other colleges at Rider who wish to transfer into teacher education programs must have a 2.75 GPA and file a written request with the chair of the department of teacher education.

## GENERAL ELECTIVES

The minimum requirements in the second major subjects normally leave a student with additional hours that must be completed to satisfy the 126 required for graduation.

General elective hours may be taken in any department at Rider, except from the College of Business Administration, provided the student meets the requirements imposed by the department offering the course.

## POLICY REGARDING UNDERGRADUATE STUDENTS ENROLLING IN GRADUATE EDUCATION COURSES

Upon completion of 90 credits, an undergraduate enrolled in any major is permitted to take up to two graduate courses if the following condition is met: Permission of the Graduate Program Director.

## DEGREE PROGRAMS

Rider's education programs in teacher preparation combine classroom study with laboratory and field experiences to help students develop a high degree of professional expertise and become generally well educated. All undergraduate baccalaureate degree programs require broad liberal studies and concentrated study in subjects related to the program specialization. Students can major in elementary education, secondary education, or business education. Elementary education majors can minor in early childhood education, middle school education, special education, bilingual education or English as a second language (ESL). Secondary education students can minor in special education, bilingual education or English as a second language (ESL). In addition, an internal certificate in technology is also available. For those students interested in becoming certified teachers of psychology, the psychology teacher certification program is available.

## Elementary Education (B.A.)

To develop into learned and professionally skilled early childhood and elementary school teachers, students engage in studies that provide an academic background for those subjects they will be teaching. Elementary education majors select a liberal arts discipline in which they fulfill the requirements for the major. The fulfillment of these requirements, together with general studies courses, provides a substantial liberal studies background as well as a foundation for professional development.

Listed below are the general studies requirements and the professional education requirements.

### General Studies and Academic Major

(96-99 credits minimum)

Course No.	Course Title	Credits
PSY-100	Introduction to Psychology	3
PSY-230	Child Development	3
COM-104	Speech Communication	3
	English Writing	6
	Fine Arts Appreciation elective	
	Fine Arts Studio elective	3
	History elective	3
	Literature elective	3
	Mathematics elective	3
	Science electives (one lab)	7
	Social Science elective	3
	Technology elective	3
NCT-010	Freshman Seminar (1 Supplemental Education Unit) General Studies electives (varies according to second major) Requirements of a selected academic major, (varies according to major)	6-16 34-66

Please see the School of Liberal Arts and Sciences chapter for requirements for a second major in American studies, behavioral neuroscience, biochemistry, biology, chemistry, communication studies, digital media: film, television and radio, economics, English literature/writing, environmental sciences, French, geosciences, German, global studies, graphic design, history, integrated sciences and mathematics, journalism, liberal studies: environmental emphasis or marine ecological emphasis, marine sciences, mathematics, philosophy, political science, psychology, Russian, sociology, Spanish, and web design and in the School of Fine and Performing Arts chapter for a second major in art, dance studies, music studies, and theatre studies.

### Professional Education

(30 credits)

Foundation introductory courses with associated field experiences:

Course No.	Course Title	Credits
EDU-106	Contexts of Schooling	3
EDU-206	Developmental Educational Psychology	3

Methodology, curriculum and instruction courses, including reading, with associated field experiences:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
ELD-307	Emergent Literacy P-3	3
ELD-308	Fostering Language and Literacy Development	3
ELD-375	Teaching Math, K-5	3
ELD-376	Teaching Science, Social Studies and the Arts	3

Capstone professional semester of full-time student teaching:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
EDU-465	Student Teaching and Seminar*	12

\*Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU-465.

### **Early Childhood/Elementary Dual Licensure Program**

The Early Childhood/Elementary Dual Licensure Program leads to two teaching certificates: Preschool through third grade (P-3) and Elementary (Kindergarten through fifth grade). In addition to the professional education courses required of elementary education students, students in this dual licensure program are required to take:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
ECE-332	Issues and Challenges in Early Childhood Education	3
ECE-450	Developmental Methods and Assessment in Early Childhood Education	3
PSY-374	Psychology of the Family	
or		
SOC-205	Families	3

This 126-semester hour program is available to any student who maintains a 2.75 GPA and meets all other requirements for admission and retention in the elementary education program.

**Note:** Students seeking early childhood certification are required to also take and pass the Early Childhood Content Knowledge Praxis test prior to student teaching.

### **Minor in Middle School Education**

The minor in middle school education leads to an endorsement in middle school teaching of either English, mathematics, social studies or science. In order to qualify for the middle school endorsement, students must major in elementary education, minor in middle school education, take the required 6 credits in middle school education listed below, take a minimum of 15 credits in one of the above disciplines, and must also take the Middle School Praxis test for their content area.

In addition to the professional education courses required of elementary education students, students in this program are required to take:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
ELD-350	Early Adolescence	1
ELD-355	Teaching in the Inclusive Middle School Classroom	1
ELD-360	Structure and Culture of the Middle School	1
<i>One of the following:</i>		
ELD-380	Teaching Mathematics in the Middle School	3
ELD-385	Teaching Science in the Middle School	3

ELD-390	Teaching Social Studies in the Middle School	3
ELD-395	Literacy Learning in the Middle School	3

### **Interdisciplinary Minor in Special Education for Elementary Education Majors with a Second Major in Psychology**

This Interdisciplinary Minor in Special Education is designed for undergraduate students who are enrolled in elementary education with a second major in psychology. In addition to the courses required for the elementary education major, students enrolled in the minor program are required to take a specific sequence of courses within the psychology major. The following courses, designed to teach concepts and applications in special education, are also required:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
SPE-201	Inclusion and Students with Disabilities	3
SPE-202	Society and Individuals with Disabilities	3
SPE-303	Assessment and Instruction for Students with Disabilities	3
SPE-304	Assessment and Instruction in the Inclusive Classroom	3
TEC-404	Assistive and Augmentative Technology	3

Students enrolled in the interdisciplinary minor in special education are required to maintain a GPA of 2.75. The prescribed sequence of courses fulfills the requirements for a New Jersey Endorsement for Teacher of Students with Disabilities. Graduates of this dual licensure program also receive certification in elementary education.

### **Interdisciplinary Minor in Special Education for Elementary Education Majors with a Second Major in a Content Area**

The elementary education interdisciplinary minor in special education is designed for students majoring in elementary education and a content area (other than psychology) who wish to effectively work with students with disabilities, particularly in inclusive settings. This program includes the courses required by the New Jersey Department of Education for a Teacher of Students with Disabilities licensure endorsement.

The 21-credit sequence of courses is to be taken in addition to the requirements of both the elementary education and content area majors. The required courses may be included as general studies electives where appropriate. A 2.75 cumulative grade point average is required for junior status in good standing. The following courses are required for this program:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
SPE-201	Inclusion and Students with Disabilities	3
SPE-202	Society and Individuals with Disabilities	3
SPE-303	Assessment and Instruction for Students with Disabilities	3
SPE-304	Assessment and Instruction in the Inclusive Classroom	3
PSY-212	Behavior Modification	3
PSY-237	Cognitive Disabilities	3
TEC-404	Assistive and Augmentative Technology	3

## Bilingual Education

Certification in bilingual education is available to elementary education majors and secondary education majors who upon completion of the program have demonstrated competence in both English and another language. Candidates for this certification will complete:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
	Multicultural studies elective	3
EDU-320	Introduction to Linguistics and Psycholinguistics	3
EDU-358	Literacy and the Bilingual/Bicultural Child	3
EDU-420	Teaching a Second Language	3
EDU-460	Educating and Evaluating the Bilingual Child	3

Bilingual field experiences are required.

Language proficiency evaluations are required.

## English as a Second Language

Certification in English as a second language (ESL) is available to elementary and secondary education majors. It may be achieved by an additional 3-6 semester hours by majors in English or foreign language (French, German or Spanish). All candidates for this certification will complete:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
	Multicultural Studies elective	3
EDU-320	Introduction to Linguistics and Psycholinguistics	3
EDU-358	Literacy and the Bilingual/Bicultural Child	3
EDU-420	Teaching a Second Language	3

English as a Second Language field experiences are required.

English proficiency evaluations are required.

## Certificate in Technology

Students enrolled in education who successfully complete nine (9) credits in technology-based courses are eligible for a Rider University Certificate in Technology indicating proficiency in instructional technology. The certificate is issued by the department of teacher education and is obtained from the chair of the department.

## Psychology Teacher Certification

For those students interested in becoming certified teachers of psychology, the psychology teacher certification program is available to students enrolled in the elementary or secondary education programs. Students must elect psychology or social studies as the second major accompanying the education major and take the appropriate psychology internship (PSY-491: Internship in Psychology).

## Secondary Education (B.A.)

Preparation to teach a particular academic subject in secondary education is accomplished through a program requiring completion of the major requirements of the appropriate liberal arts or science major, general studies, and professional education major requirements.

## English Education

### General Studies and Academic Major

(96-99 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
PSY-100	Introduction to Psychology	3
COM-104	Speech Communication	3
PSY-231	Youth and Adolescent Development	3
	English Writing	6-9
	Science elective	3
	Theatre elective	3
	Philosophy elective	3
	Journalism or Media elective	3
	Mathematics elective	3
	History elective	3
	Social Science elective	3
	Language elective	3
	Technology elective(s)	3
	Fine Arts elective	3
	World Literature elective	3
	Communication requirement elective	3
NCT-010	General Studies electives	3-12
	Freshman Seminar (1 Supplemental Education Unit)	

### Requirements for the English Major

(36 credits)

See the requirements for the English Literature or English Writing major listed in the School of Liberal Arts and Sciences chapter.

## Professional Education

(30 credits)

Foundation introductory courses with associated field experiences:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
EDU-106	Contexts of Schooling	3
EDU-206	Developmental Educational Psychology	3

Methodology, curriculum and instruction courses with associated field experiences:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
SED-370	Teaching in the High School	3
ELD-395	Literacy Learning in the Middle School	3
SED-400	Teaching English Language Arts in Secondary Schools	3
SED-431	Content Area Reading and Writing	3

Capstone professional semester of full-time student teaching:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
EDU-465	Student Teaching and Seminar*	12

\*Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU-465.

## Foreign Language Education (French)

### General Studies and Academic Major

(96-99 credits minimum)

Course No.	Course Title	Credits
PSY-100	Introduction to Psychology	3
COM-104	Speech Communication	3
PSY-231	Youth and Adolescent Development	3
	Anthropology elective	3
	English Writing	6-9
	English elective	3
	History (related to major)	3
	Mathematics elective	3
	Philosophy elective	3
	Technology elective	3
	Science elective	3
	General Studies electives	0-15
	Basic Foreign Language courses*	0-12
NCT-010	Freshman Seminar (1 Supplemental Education Unit)	

### Requirements for the French Major

(24 credits beyond French IV and 12 credits in collateral liberal arts courses.)

See the requirements for the French major listed in the School of Liberal Arts and Sciences chapter.

### Professional Education Courses

(30 credits)

Foundation introductory courses with associated field experiences:

Course No.	Course Title	Credits
EDU-106	Contexts of Schooling	3
EDU-206	Developmental Educational Psychology	3

Methodology, curriculum and instruction courses with associated field experiences:

Course No.	Course Title	Credits
EDU-320	Introduction to Linguistics and Psycholinguistics	3
SED-370	Teaching in the High School	3
EDU-420	Teaching a Second Language	3
SED-431	Content Area Reading and Writing	3

Capstone professional semester of full-time student teaching:

Course No.	Course Title	Credits
EDU-465	Student Teaching and Seminar**	12

\*Students with advanced standing in French take liberal arts electives

\*\*Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU-465.

## Foreign Language Education (German)

### General Studies and Academic Major

(96-99 credits minimum)

Course No.	Course Title	Credits
PSY-100	Introduction to Psychology	3
COM-104	Speech Communication	3
PSY-231	Youth and Adolescent Development	3
	Anthropology elective	3
	English Writing	6-9
	English elective	3
	History (related to major)	3
	Mathematics elective	3
	Philosophy elective	3
	Technology elective	3
	Science elective	3
	General Studies electives	0-12
	Basic Foreign Language courses*	0-12
NCT-010	Freshman Seminar (1 Supplemental Education Unit)	

### Requirements for the German Major

(24 credits beyond German IV and 12 credits in collateral liberal arts courses.)

See the requirements for the German major listed in the School of Liberal Arts and Sciences chapter.

### Professional Education Courses

(30 credits)

Foundation introductory courses with associated field experiences:

Course No.	Course Title	Credits
EDU-106	Contexts of Schooling	3
EDU-206	Developmental Educational Psychology	3

Methodology, curriculum and instruction courses with associated field experiences:

Course No.	Course Title	Credits
EDU-320	Introduction to Linguistics and Psycholinguistics	3
SED-370	Teaching in the High School	3
EDU-420	Teaching a Second Language	3
SED-431	Content Area Reading and Writing	3

Capstone professional semester of full-time student teaching:

Course No.	Course Title	Credits
EDU-465	Student Teaching and Seminar**	12

\*Students with advanced standing in German take liberal arts electives

\*\*Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU-465.

## Foreign Language Education (Spanish)

### General Studies and Academic Major

(96-99 credits minimum)†

Course No.	Course Title	Credits
PSY-100	Introduction to Psychology	3
COM-104	Speech Communication	3
PSY-231	Youth and Adolescent Development	3
	Anthropology elective	3
	English Writing	6-9
	History elective	3
	Mathematics elective	3
	Philosophy elective	3
	Technology elective	3
	Science elective	3
	General Studies electives	0-12
	Basic Foreign Language courses*	0-12
NCT-010	Freshman Seminar (1 Supplemental Education Unit)	

### Requirements for the Spanish Major

(30 semester hours beyond the Spanish 200 level courses and 12 semester hours in collateral liberal arts courses.) See the requirements for the Spanish major listed in the School of Liberal Arts and Sciences chapter.

### Professional Education Courses

(30 credits)

Foundation introductory courses with associated field experiences:

Course No.	Course Title	Credits
EDU-106	Contexts of Schooling	3
EDU-206	Developmental Educational Psychology	3

Methodology, curriculum and instruction courses with associated field experiences:

Course No.	Course Title	Credits
EDU-320	Introduction to Linguistics and Psycholinguistics	3
SED-370	Teaching in the High School	3
EDU-420	Teaching a Second Language	3
SED-431	Content Area Reading and Writing	3

Capstone professional semester of full-time student teaching:

Course No.	Course Title	Credits
EDU-465	Student Teaching and Seminar**	12

\*Students with advanced standing in Spanish take liberal arts elective.

†Study abroad may substitute for some of these courses.

\*\*Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU-465.

### History Education

See Social Studies Education.

## Mathematics Education

### General Studies and Academic Major

(96-99 credits)

Course No.	Course Title	Credits
PSY-100	Introduction to Psychology	3
COM-104	Speech Communication	3
PSY-231	Youth and Adolescent Development 3	
	English Writing	6-9
	Social Science elective	3
	History elective	3
	Fine Arts elective	3
	Literature elective	3
	Philosophy elective	3
	Technology elective	3
	General Studies electives	13
NCT-010	Freshman Seminar (1 Supplemental Education Unit)	

### Requirements for the Mathematics Major

(50 credits)

See the requirements for the Mathematics major listed in the School of Liberal Arts and Sciences chapter.

### Professional Education Requirements

(30 credits)

Foundation introductory courses with associated field experiences:

Course No.	Course Title	Credits
EDU-106	Contexts of Schooling	3
EDU-206	Developmental Educational Psychology	3

Methodology, curriculum and instruction courses with associated experiences:

Course No.	Course Title	Credits
SED-370	Teaching in the High School	3
ELD-380	Teaching Mathematics in the Middle School	3
SED-415	Teaching Mathematics in Secondary Schools	3
SED-431	Content Area Reading and Writing	3

Capstone professional semester of full-time student teaching:

Course No.	Course Title	Credits
EDU-465	Student Teaching and Seminar*	12

\*Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU-465.

## Science Education (Biochemistry)

### General Studies and Academic Major

(33 credits)

Course No.	Course Title	Credits
PSY-100	Introduction to Psychology	3
COM-104	Speech Communication	3
PSY-231	Youth and Adolescent Development	3
	English Writing	6-9

	Social Science elective	3	<b>Requirements for the Biology Major</b>
	Fine Arts elective	3	(64–66 credits minimum)
	History elective	3	
	Literature elective	3	See the requirements for the Biology major listed in the School of Liberal Arts and Sciences chapter.
	Philosophy elective	3	
	Technology elective	3	
NCT-010	Freshman Seminar (1 Supplemental Education Unit)		<b>Professional Education</b>
			(30 credits)

### Requirements for the Biochemistry Majors

(71 credits minimum)

See the requirements for the Biochemistry major listed in the School of Liberal Arts and Sciences chapter.

### Professional Education

(30 credits)

Foundation introductory courses with associated field experiences:

Course No.	Course Title	Credits
EDU-106	Contexts of Schooling	3
EDU-206	Developmental Educational Psychology	3
Methodology, curriculum and instruction courses with associated field experiences:		

Course No.	Course Title	Credits
SED-370	Teaching in the High School	3
ELD-385	Teaching Science in the Middle School	3
SED-410	Teaching Science in Secondary Schools	3
SED-431	Content Area Reading and Writing	3

Capstone professional semester of full-time student teaching:

Course No.	Course Title	Credits
EDU-465	Student Teaching and Seminar*	12

\*Students must have a “C+” or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU-465.

### Science Education (Biology)

#### General Studies and Academic Major

(33–36 credits)

Course No.	Course Title	Credits
PSY-100	Introduction to Psychology	3
COM-104	Speech Communication	3
PSY-231	Youth and Adolescent Development	3
	English Writing	6-9
	Social Science elective	3
	Fine Arts elective	3
	History elective	3
	Literature elective	3
	Philosophy elective	3
	Technology elective	3
NCT-010	Freshman Seminar (1 Supplemental Education Unit)	

### Requirements for the Chemistry Major

(66 credits)

See the requirements for the Chemistry major listed in School of Liberal Arts and Sciences chapter.

### Professional Education

(30 credits)

Foundation introductory courses with associated field experiences:

Course No.	Course Title	Credits
EDU-106	Contexts of Schooling	3
EDU-206	Developmental Educational Psychology	3

Methodology, curriculum and instruction courses with associated field experiences:

Course No.	Course Title	Credits
SED-370	Teaching in the High School	3
ELD-385	Teaching Science in the Middle School	3
SED-410	Teaching Science in Secondary Schools	3
SED-431	Content Area Reading and Writing	3

Capstone professional semester of full-time student teaching:

Course No.	Course Title	Credits
EDU-465	Student Teaching and Seminar*	12

\*Students must have a “C+” or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU-465.

### Science Education (Chemistry)

#### General Studies and Academic Major

(33–36 credits)

Course No.	Course Title	Credits
PSY-100	Introduction to Psychology	3
COM-104	Speech Communication	3
PSY-231	Youth and Adolescent Development	3
	English Writing	6-9
	Social Science elective	3
	Fine Arts elective	3
	History elective	3
	Literature elective	3
	Philosophy elective	3
	Technology elective	3
NCT-010	Freshman Seminar (1 Supplemental Education Unit)	

### Requirements for the Chemistry Major

(66 credits)

See the requirements for the Chemistry major listed in School of Liberal Arts and Sciences chapter.

**Professional Education**

(30 credits)

Foundation introductory courses with associated field experiences:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
EDU-106	Contexts of Schooling	3
EDU-206	Developmental Educational Psychology	3

Methodology curriculum and instruction courses with associated field experiences:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
SED-370	Teaching in the High School	3
ELD-385	Teaching Science in the Middle School	3
SED-410	Teaching Science in Secondary Schools	3
SED-431	Content Area Reading and Writing	3

Capstone professional semester of full-time student teaching:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
EDU-465	Student Teaching and Seminar*	12

\*Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU-465.

**Science Education (Environmental Sciences)****General Studies and Academic Major**

(37 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
PSY-100	Introduction to Psychology	3
COM-104	Speech Communication	3
PSY-231	Youth and Adolescent Development	3
	English Writing	6-9
	Social Science elective	3
	Fine Arts elective	3
	History elective	3
	Literature elective	3
	Mathematics elective	4
	Philosophy elective	3
	Technology elective	3
NCT-010	Freshman Seminar (1 Supplemental Education Unit)	

**Requirements for the Environmental Sciences Major**

(64-65 credits)

See the requirements for the Environmental Sciences major listed in the School of Liberal Arts and Sciences chapter.

**Professional Education**

(30 credits)

Foundation introductory courses with associated field experiences:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
EDU-106	Contexts of Schooling	3
EDU-206	Developmental Educational Psychology	3

Methodology, curriculum and instruction courses with associated field experiences:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
SED-370	Teaching in the High School	3
ELD-385	Teaching Science in the Middle School	3
SED-410	Teaching Science in Secondary Schools	3
SED-431	Content Area Reading and Writing	3

Capstone professional semester of full-time student teaching:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
EDU-465	Student Teaching and Seminar*	12

\*Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU-465.

**Science Education (Geosciences)****General Studies and Academic Major**

(33-36 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
PSY-100	Introduction to Psychology	3
COM-104	Speech Communication	3
PSY-231	Youth and Adolescent Development	3
	English Writing	6-9
	Social Science elective	3
	Fine Arts elective	3
	History elective	3
	Literature elective	3
	Mathematics elective	4
	Philosophy elective	3
	Technology elective	3
NCT-010	Freshman Seminar (1 Supplemental Education Unit)	

**Requirements for the Geosciences Major**

(65-69 credits minimum)

See the requirements for the Geosciences major listed in the School of Liberal Arts and Sciences chapter.

**Professional Education**

(30 credits)

Foundation introductory courses with associated field experiences:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
EDU-106	Contexts of Schooling	3
EDU-206	Developmental Educational Psychology	3

Methodology, curriculum and instruction courses with associated field experiences:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
SED-370	Teaching in the High School	3
ELD-385	Teaching Science in the Middle School	3
SED-410	Teaching Science in Secondary Schools	3
SED-431	Content Area Reading and Writing	3

Capstone professional semester of full-time student teaching:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
EDU-465	Student Teaching and Seminar*	12

\*Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU-465.

## Science Education (Marine Sciences)

### General Studies and Academic Major

(37 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
PSY-100	Introduction to Psychology	3
COM-104	Speech Communication	3
PSY-231	Youth and Adolescent Development	3
	English Writing	6-9
	Social Science elective	3
	Fine Arts elective	3
	History elective	3
	Literature elective	3
	Mathematics elective	4
	Philosophy elective	3
	Technology elective	3
NCT-010	Freshman Seminar (1 Supplemental Education Unit)	

### Requirements for the Marine Science Major

(65-66 credits)

See the requirements for the Marine Sciences major listed in the School of Liberal Arts and Sciences chapter.

## Professional Education

(30 credits)

Foundation introductory courses with associated field experiences:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
EDU-106	Contexts of Schooling	3
EDU-206	Developmental Educational Psychology	3

Methodology, curriculum and instruction courses with associated field experiences:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
SED-370	Teaching in the High School	3
ELD-385	Teaching Science in the Middle School	3
SED-410	Teaching Science in Secondary Schools	3
SED-431	Content Area Reading and Writing	3

Capstone professional semester of full-time student teaching:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
EDU-465	Student Teaching and Seminar*	12

\*Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU-465.

## Social Studies Education

### General Studies and Academic Major

(60-63 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
COM-104	Speech Communication	3

HIS-208	U.S. I: American History from European Settlement through Reconstruction	3
HIS-209	U.S. II: American History from Reconstruction to the Present	3
POL-100	Introduction to American Politics	3
PSY-100	Introduction to Psychology	3
SOC-101	Sociological Imagination	3
ECO-200	Principles of Macroeconomics	3
PSY-231	Youth and Adolescent Development	3
	Anthropology elective	3
	English Writing	6-9
	Geology elective	3
	Mathematics elective	3
	World History elective	3-6
	Philosophy elective	3
	Technology elective	3
	Art Perspective elective	3
	General Studies electives	6
NCT-010	Freshman Seminar (1 Supplemental Education Unit)	

### Requirements for the Social Studies Major

*Option one:*

Complete a History major

(36-39 credits)

See the requirements for the History major listed in the School of Liberal Arts and Sciences chapter.

*Option two:*

Complete a Social Studies major that includes the following:

(36 credits)

<b>Course</b>	<b>Credits</b>
Five courses in one Social Science discipline (Economics, History, Philosophy, Political Science, Psychology or Sociology), including a research course	15
Two courses in regional History (Latin America, Near East, Far East, or Africa) or historical diversity	6

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
EDU-106	Contexts of Schooling	3
EDU-206	Developmental Educational Psychology	3

Methodology, curriculum and instruction courses with associated field experiences:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
SED-370	Teaching in the High School	3
ELD-390	Teaching Social Studies in the Middle School	3

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
SED-405	Teaching Social Studies in Secondary Schools	3
SED-431	Content Area Reading and Writing	3

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
SED-431	Content Area Reading and Writing	3
	Capstone professional semester of full-time student teaching;	

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
EDU-465	Student Teaching and Seminar*	12
*Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU-465.		
MGT-355	Team Management	3
or		
MGT-363	Management Skills	3
MKT-320	Consumer Behavior	3
or		
MKT-340	Personal Selling	3
BED-307	Concepts of Instructional Media and Technology	3
BED-308	Directed Study in Instructional Media and Technology	3
BED-309	Instructional Media and Technology	3
Accounting		12
Marketing electives		3

### **Psychology Teacher Certification**

This program specialization prepares students to become certified teachers of psychology. It is available to students enrolled in the elementary or social studies education programs. Students must elect psychology or social studies as the second major accompanying the education major and take the appropriate psychology internship (PSY-491: Internship in Psychology).

### **Business Education (B.S. in Education)**

Comprehensive Business Education, Marketing Education, and Cooperative Education Coordinator

#### **General Studies and Academic Major**

(48–51 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
PSY-100	Introduction to Psychology	3
COM-104	Speech Communication	3
ECO-200	Principles of Macroeconomics	3
ECO-201	Principles of Microeconomics	3
PSY-231	Youth and Adolescent Development	3
	English Writing	6–9
	Literature	3
	History	3
	Mathematics	3
	Science	3
	Philosophy	3
	Fine Arts	3
	General Studies electives	9
NCT-010	Freshman Seminar (1 Supplemental Education Unit)	

#### **Requirements for the Business Education Major**

(48 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
BUS-210	Introduction to Law: Contracts	3
MKT-200	Marketing Principles	3
ENT-348	Small Business Management	3
BED-445	Cooperative Work Experience	3
MGT-201	Fundamentals of Management and Organizational Behavior	3
ENG-321	Workplace Writing: Business and Professional Contexts	3
or		
ENG-322	Workplace Writing: Grant Proposals, Fundraising and Development	3
or		
ENG-323	Workplace Writing: Reviewing and Publishing	3
MGT-336	Career Management	3

or		
MGT-355	Team Management	3
or		
MGT-363	Management Skills	3
MKT-320	Consumer Behavior	3
or		
MKT-340	Personal Selling	3
BED-307	Concepts of Instructional Media and Technology	3
BED-308	Directed Study in Instructional Media and Technology	3
BED-309	Instructional Media and Technology	3
Accounting		12
Marketing electives		3

### **Professional Education**

(30 credits)

Foundation introductory courses with associated field experiences:

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
EDU-106	Contexts of Schooling	3
EDU-206	Developmental Educational Psychology	3
Methodology, curriculum and instruction courses with associated field experiences:		

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
SED-370	Teaching in the High School	3
BED-410	Principles and Strategies of Vocational and Cooperative Education	3
BED-415	Teaching Business Subjects	3
SED-431	Content Area Reading and Writing	3
Capstone professional semester of full-time student teaching:		

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
EDU-465	Student Teaching and Seminar*	12

\*Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU-465.

### **Secondary Education Interdisciplinary Minor in Special Education**

(21 credits)

The Secondary Special Education Interdisciplinary Minor in Special Education curriculum is an additional option for students majoring in secondary education and a content area who wish to effectively work with students with disabilities, particularly in inclusive settings. This program includes the courses required by the New Jersey Department of Education for a Teacher of Students with Disabilities licensure endorsement.

The 21-credit sequence of courses is to be taken in addition to the requirements of both the secondary education and content area majors. The required courses may be included as general studies electives where appropriate. A 2.75 cumulative grade point average is required for junior status in good standing.

## **Program Requirements**

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
SPE-201	Inclusion and Students with Disabilities	3
SPE-202	Society and Individuals with Disabilities	3
SPE-303	Assessment and Instruction for Students with Disabilities	3
SPE-304	Assessment and Instruction in the Inclusive Classroom	3
PSY-212	Behavior Modification	3
PSY-237	Cognitive Disabilities	3
TEC-404	Assistive and Augmentative Technology	3

Additional minors in Bilingual Education and English as a Second Language (ESL) are also available. Please see requirements listed under the Elementary Education program.

# Notes

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## School of Fine and Performing Arts

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[www.rider.edu/sfpa](http://www.rider.edu/sfpa)

# School of Fine and Performing Arts

A division of the Westminster College of the Arts, the School of Fine and Performing Arts is located on the Lawrenceville campus. The school offers Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Music degrees, as well as widespread opportunities for students – regardless of major – to participate in the arts. Exhibitions, plays, concerts, and productions are presented in the 442-seat Yvonne Theater, the 90-seat Spitz Studio Theater, and the recently-expanded 374-seat Bart Luedke Theater.

Several experiences, including Rider Band, Rider Choir, and many classes, are open to all university students. Dramatic plays and musical theatre productions are open to all students by audition. The Rider University Art Gallery showcases leading regional and national artists, as well as selected student work. Artist lectures and gallery performances bring additional opportunities for artistic enrichment. The Arts Administration Center provides a forum for students to work with campus and community organizations on a variety of issues and activities. Rider Dances involves student dancers, choreographers and musicians. Each year, many education majors elect Fine Arts as their second major, choosing from tracks in Art, Dance Studies, Music Studies or Theatre Studies.

## MISSION

**Westminster College of the Arts** educates and trains aspiring performers, artists, teachers, and students with artistic interests to pursue professional, scholarly and lifelong personal opportunities in art, dance, music and theatre. The college consists of two schools: Westminster Choir College and The School of Fine and Performing Arts. Through innovative and integrated programs and a commitment to discipline and excellence, the college serves as a cultural force within the University and community.

**Westminster Choir College** is a professional college of music with a unique choral emphasis that prepares undergraduate and graduate students for careers in performance, teaching, sacred music and composition. In an atmosphere that encourages personal and musical growth and nurtures leadership qualities, Westminster Choir College complements professional training in music with studies in the liberal arts. Founded for Christian service, Westminster Choir College was a pioneer in establishing the highest standards in choral performance and church music. Today, the curriculum teaches pluralism and holds service through music to be ennobling, liberating and integral to a rewarding and productive life.

**The School of Fine and Performing Arts** focuses on art, dance, music, musical theatre, theatre and arts administration. Through programs that provide a historical, aesthetic, practical and professional perspective, students develop the skills to excel in a professional career while growing intellectually from a broadly based liberal arts curriculum. The school fosters meaningful engagement in the arts to students who wish to become professional artists as well as students who view the arts as an integral part of overall intellectual growth. The school nurtures and challenges the artist within all students and prepares them to contribute to an ever-changing global society.

## FULL-TIME TUITION INCLUSION

Full-time tuition charges are incurred by students who enroll for credit loads, including credit equivalents for non-credit and audited courses, which fall within the ranges indicated below. Further charges are

incurred when full-time students exceed maximum load levels, excluding, for School of Fine and Performing Arts majors, recital credits or participation in auditioned choirs or productions.

### Full undergraduate tuition includes:

- A minimum of 12 and maximum of 18 credits per semester or the equivalent including non-credit courses.
- Primary applied study to the maximum required credits/semesters. In B.A.-Popular Music Culture, one half-hour per week of applied music instruction for three semesters; in B.F.A.-Musical Theatre, one hour per week of applied music instruction for six semesters, and one half-hour lesson per week for two semesters; in B.M.-Music Theatre/Piano Track, one hour per week of applied music instruction for eight semesters.
- Once all applied requirements have been completed, all additional applied lessons will be billed at the elective rate.
- Students in double major programs with two different primary instruments will be billed for the second applied lesson at the elective rate.

### Applied Music Study

Effective as of the fall 2009 semester for all new or readmitted Rider University students on both campuses: For all students whose major or minor program does not require applied music study, or for those students who have completed applied music requirements, elective fees will apply. All part-time students are charged an applied music fee. Please see below. Registration for applied music study follows this table of suffixes. Students will register for the appropriate course number and suffix, as indicated in the curriculum pages later in this section.

### Full-time students

Suffix A – One-hour, 2-credit required lesson. Included in tuition – no extra charge. Example: Musical Theatre major in first six semesters.

Suffix B – Half-hour, 1-credit required lesson. Included in tuition – no extra charge. Example: B.F.A/Musical Theatre/Voice majors in semesters 7 and 8.

Suffix C – One-hour, 2-credit elective lesson. Not included in tuition – \$1500 extra per semester. Examples: Student who has completed all required lessons in their major or a student whose major does not require lessons.

Suffix D – Half-hour, 1-credit elective lesson. Not included in tuition – \$740 extra per semester. Examples: Student who has completed all required lessons in their major, or student whose major does not require lessons.

Suffix G – One-hour, 2-credit required/elective lesson. Half-hour is required and is included in tuition. The second half-hour is elective – fee of \$740 per semester. Example: Popular Music Culture majors up to 3 semesters.

#### **Part-time students**

(all students, both campuses, regardless of major or requirements)

Suffix E – One-hour, 2-credit required or elective lesson – \$2,090 per semester.

Suffix F – Half-hour, 1-credit required or elective lesson – \$1,050 per semester.

#### **ADMISSION AS A FRESHMAN**

Students may apply for admission to undergraduate study for the fall or spring term. Applicants are encouraged to begin the application process late in the junior or early in the senior year of high school. Westminster College of the Arts uses a rolling admissions policy. Completed applications are reviewed on a regular basis and students are notified of decisions. Students initiate the application process by first completing the Rider University application. All items must be in the Admissions Office before a decision can be reached. The following are necessary for admission:

**Applications:** Students may request application forms by contacting the Admissions Office, or through the Rider University Web site.

**Audition/Interview:** Certain majors and minors require either an audition or an interview. Please see individual program requirements below. Audition requirements may be found on our Web site.

**Credentials:** Applicants for admission to the School of Fine and Performing Arts should be graduates or prospective graduates of accredited secondary schools where they have pursued college preparatory courses. Four secondary school credits must be presented in English as well as other credits in disciplines such as natural sciences, history and social studies, mathematics, and foreign languages. It is each student's responsibility to have an official and final high school transcript sent to the Admissions Office in order to document high school diploma conferral. Applicants who hold high school equivalency diplomas and high school graduates who have pursued business courses will be considered. Two letters of recommendation and an essay are required. Transfer applicants must submit both an official high school transcript and an official transcript from any and all colleges or universities attended.

**Standardized test scores:** Students must submit scores from either the Scholastic Aptitude Test (SAT) of the College Board or from the American College Testing Program (ACT). These scores, together with high school transcripts, are used as important indicators of academic success at the college level. Students may inquire about registration procedures for the SAT by contacting the College Entrance Examination Board, Box 592, Princeton, N.J. 08540 (609-921-9000) or for the ACT by contacting the American College Testing Program, P.O. Box 414, Iowa City, IA 52243 (319-337-1270) or simply by seeing their high school guidance counselors.

#### **PLACEMENT TESTING**

All entering freshmen take a series of placement examinations, in accordance with university policies listed elsewhere in this catalog. Students exempted from any graduation requirement as a result of those examinations must replace those credits with free electives, as appropriate, in order to meet the minimum number of credits required for graduation.

**Music Theory Placement:** All students in the Bachelor of Arts in Music Studies or Bachelor of Music in Music Theater-Piano Track degree programs must take the music theory placement examination. Students placed into MUS-109S (Basic Music Theory) will be graded on a pass ("Y") or fail ("Z") basis. A passing grade must be earned before the student will be permitted to enroll in MUS-110 (Music Theory I). MUS-109S does not count toward graduation credits for students in these majors.

#### **ACADEMIC DISMISSAL/ CONDITIONAL ACADEMIC STANDING**

In the Westminster College of the Arts, decisions regarding academic conditional standing and dismissal for poor scholarship are the responsibility of the School of Fine and Performing Arts Academic Standing Committee, the Westminster Choir College Academic Standing Committee, and the Westminster Choir College Graduate Committee. These committees review the academic progress of students, and may recommend a letter of concern, placement on Conditional Academic Standing, or dismissal. The following section is reprinted from The Source, after which additional college-specific information appears.

Because a 2.0 cumulative average is required for graduation a student is expected to maintain a 2.0 cumulative grade point average while enrolled at Rider. Students who fail to maintain at least a 2.0 cumulative average will be reviewed by an academic standing committee and may be dismissed or placed on conditional standing.

Students who have not done satisfactory work may be dismissed from the University for poor scholarship at the end of any semester, after an appropriate review of their scholastic records by the academic standing committee of their college. An academic standing committee may require any student who does unsatisfactory work to pursue a specific course of study during a particular academic session. There must be substantial evidence of proper motivation and a capacity for doing college level work to warrant maintaining a student in school with a record of continued conditional status.

Any student who fails to pursue a course of study prescribed by an academic standing committee, or who does unsatisfactory work in the prescribed course of study, may be dismissed without right of further appeal.

Students may also be subject to academic dismissals if their cumulative grade point averages fall below the required minimum for two or more consecutive semesters, or the grade points fall below the required averages established at the freshman, sophomore, junior and senior levels. Academic dismissal at the end of the fall semester is effective prior to the beginning of the spring semester.

The School of Fine and Performing Arts Academic Standing Committee has the sole authority to dismiss students for academic reasons. Students may be placed on conditional academic standing or dismissed from the Westminster College of the Arts upon failure to meet academic standards. In the School of Fine and Performing Arts, the Academic Standing Committee will review the academic record of undergraduate students who fail to maintain a 2.0 cumulative grade point average or a 2.5 cumulative grade point average in courses required for the major.

Students must earn a minimum cumulative grade point average of 2.0 and a minimum of 2.5 in the major. Students dropped from a major because of failure to maintain the minimum grade point average may apply for readmission. Readmission will depend on various criteria, including the GPA, current academic progress, and the student's general standing.

A dismissed student may appeal in writing to the appropriate committee for immediate rescission of a dismissal decision. Evidence should be submitted to suggest that it is in the interests of both the student and the college for the dismissal to be rescinded. However, any student who fails to pursue a course of study prescribed by an academic standing committee, or who does unsatisfactory work in the prescribed course of study, may be dismissed without right of further appeal.

Students dismissed by the university may not enroll for courses nor participate in university-sponsored activities or ensembles at either campus of Rider University for a period of one year following their dismissal. Students dismissed by the School of Fine and Performing Arts but not Rider University may apply for enrollment in other colleges of the university. Students dismissed by the School of Fine and Performing Arts but not Rider University may not enroll in SFPA courses, ensembles, or activities until they have been readmitted to SFPA. Before permission to enroll in the School of Fine and Performing Arts or Rider University, as appropriate, will be granted, students must follow the process for readmission, as described in The Source.

### **Dismissal from a Major**

Following notification that their standing in the major is in jeopardy and the passage of a suitable amount of time permitted to address stated issues, typically one semester, academic departments reserve the right to dismiss a student from a major. Such dismissal may be based upon any of the following conditions: failure to maintain a satisfactory or minimum GPA; failure to sustain academic progress in the courses of the major; conduct in violation of the standards of the department or profession; failure to meet conditions or requirements as stated in University catalogs, The Source, or the departmental handbook; or the student's general standing at Rider University. Such dismissal will become effective at the end of the semester in which the decision is reached.

### **Readmission**

If more than one year has elapsed since the date of last enrollment, students may be required to reapply and/or re-audit or re-interview for the program. Students must meet all requirements of the application process in order to be readmitted.

## GENERAL REQUIREMENTS

In addition to the information given here and on the following pages, students are referred to individual department handbooks for additional information and requirements.

Students in any School of Fine and Performing Arts degree must earn a minimum of 120 credits.

## SCHOOL OF FINE AND PERFORMING ARTS

### **General Education Requirements**

Students in the Fine Arts major (Art track) must complete the Core Curriculum requirements as listed under the College of Liberal Arts and Sciences. All other majors in the School of Fine and Performing Arts must complete these requirements:

#### **English**

(9 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
<i>(CMP-115 may be waived by SAT of 530 or testing)</i>		
CMP-115	Introduction to Expository Writing	3
CMP-120	Expository Writing	3
or		
BHP-100	Great Ideas I	3
CMP-125	Research Writing	3
or		
CMP-203	Literature and Composition	3

#### **Foreign Language**

(6 credits)

Two semesters of the same language are required, to be chosen from Chinese, French, German, Italian, Russian, or Spanish.

Students who place at the 200-level or above are still expected to take a minimum of three (3) credits at the level of placement. Students who are native speakers of other languages may have the Foreign Language requirement waived upon documentation of proficiency. To initiate a request for a waiver, students should see the chairperson of the Department of Foreign Languages and Literature.

#### **Mathematics**

(3–4 credits)

<b>Course No.</b>	<b>Course Title</b>
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*(MTH-100S Math Skills Lab may be required)*

MTH-102	Finite Mathematics
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or  
 MTH-105 Algebra and Trigonometry  
 or  
 MTH-210 Calculus I

### World History

(6 credits)

Course No.	Course Title	Credits
HIS-150	World History to 1500	3
HIS-151	World History since 1500	3

### Literature

(3 credits)

Any course from the list approved for this category by the College of Liberal Arts, Education, and Sciences.

### Philosophy

(3 credits)

### Course No. Course Title

Any course in the Philosophy Department  
 or  
 AMS-227 Philosophy of Martin Luther King Jr.

### Social Science, Communication and Professional Preparation

(3 credits)

### Course No. Course Title

COM-104 Speech Communication  
 COM-105 Communication, Culture and Media  
 ECO-200 Principles of Macroeconomics  
 ECO-201 Principles of Microeconomics  
 POL-100 Introduction to American Politics  
 POL-102 Understanding Politics  
 SOC-101 Sociological Imagination  
 SOC-110 Cultural Anthropology

### Natural and Physical Science

(3 credits)

Any course from the list approved for this category by the College of Liberal Arts, Education, and Sciences.

## ARTS ADMINISTRATION (B.A.)

### General Remarks

The Bachelor of Arts (B.A.) in Arts Administration prepares students for career entry or graduate study through a balance of coursework in one or more arts disciplines, business administration and practical application that integrates practical and theoretical aspects of the field.

**Arts Emphases:** General university and arts administration core requirements are complemented by the choice of one of five emphases: Art, Dance, Music, Theater or General (Multi-disciplinary). Each

emphasis encompasses key areas within the discipline relating to: historical context, practical application/service to the field, case analysis, and studio performance.

**Admission Interview:** Admission into the Arts Administration program requires an interview with program faculty member(s), scheduled through the Office of Admissions or directly with faculty.

**Portfolio Review:** Students will build a portfolio of evidence of accomplishment in classes, practical application and volunteer service to the field, scholarly activity/research outside of the classroom, professional resumé development and personal reflection and growth. The portfolio will be reviewed by program faculty with the student at three junctures: a) upon registering for Practicum II, b) upon registering for Internship and c) upon application for graduation.

**Distribution of Credits Within the Major:** The minimum 120 credits required for graduation are distributed as follows: SFPA General Education (33), Arts Administration major requirements (41), Arts Administration electives (9), Arts Emphasis requirements (19), General electives (18).

**Readmission:** If more than one year has elapsed since the date of last enrollment in the program, students may be required to reapply and interview and meet all requirements in place at the time of their readmission.

## Arts Administration Major Requirements/Curriculum

### Arts Administration Core Requirements

(41 credits)

Course No.	Course Title	Credits
AAD-100	Arts Administration Lab	0
<i>Freshman Fall and three other semesters required</i>		
AAD-121	Introduction to Arts Administration	3
AAD-202	Arts Marketing and Communication	3
AAD-203	Arts Fundraising	3
AAD-204	Arts Outreach and Education	3
AAD-225	Arts Administration Practicum I-Patron Services	2
AAD-308	Legal Aspects of the Arts	3
AAD-309	Arts Events & Festivals Management	3
AAD-350	Arts Venues and Patron Services Management	3
AAD-400	Arts Politics and Policy	3
AAD-401	New York Arts Network	3
AAD-491	Arts Management Internship	6
ACC-210	Introduction to Accounting	3
CBA-110	Introduction to Business	3

**Arts Administration Electives**

(9 credits)

(chosen from the following)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>	<b>Art Emphasis Requirements</b>	<b>Credits</b>
AAD-305	Music Publishing <i>(Elective option for non-music emphasis students only)</i>	3	(19 credits)	
AAD-306	Art and Business of Recording	3	AAD-205 Survey of Arts Institutions	2
AAD-351	Crossing Cultural Borders: An Investigation of Arts Management Styling in other Countries <i>(May be taken more than once)</i>	3	AAD-325 Arts Practicum II – Service to the Field	3
AAD-490	Arts Administration Independent Study <i>(Requires proposal and Dean's approval. May be repeated once)</i>	3	ART-103 Fundamentals of Drawing	3
AAD-491	Internship <i>(Minors may repeat up to two times)</i>	3	ART-104 or 106 Survey of Art History I or II	3
ACC-210	Introduction to Accounting <i>(Elective option for Minors only)</i>	3	ART-227 Gallery Management	3
ACC-220	Managerial Uses of Accounting	3	ART-493 Drawing at the Museum	3
ADV-300	Advertising Principles	3	<i>Choose from:</i>	
ART-227	Gallery Management <i>(Elective option only for Dance, Music or Theatre emphasis)</i>	3	Additional semester of AAD-325 <i>or</i> two semesters chosen from DAN-210T or MTR-493T or THE-127T	2
BUS-210	Introduction to Law: Contracts	3	<b>Dance Emphasis Requirements</b>	
CIS-185	Information Systems Essentials	3	(19 credits)	
CIS-340	Electronic Commerce	3	<b>Course No.</b>	<b>Course Title</b>
COM-102	Introduction to News Writing	3	AAD-205 Survey of Arts Institutions	2
COM-107	Writing for the Media	3	AAD-307 Touring & Production Management	3
COM-212	Publication Design	3	AAD-325 Arts Practicum II-Service to the Field	3
COM-261	Multimedia Communication	3	DAN-100 Ballet	.5
COM-280	Issues in Event Planning	3	DAN-100 <i>(level placement required)</i>	
COM-290	Professional and Strategic Speech	3	DAN-100 Hip Hop	.5
COM-341	Publicity Methods in Organizations	3	DAN-151 <i>(level placement required)</i>	
COM-363	Converging Digital Media	3	DAN-350 Modern/Pilates	1
ENG-322	Workplace Writing: Grant Proposals	3	DAN-350 History of Ballet,	
LDP-200	Foundations of Leadership	3	THE-115 Modern & Jazz Dance	3
MGT-201	Fundamentals of Management and Organizational Behavior	3	THE-115 Stagecraft	3
MGT-310	Introduction to Human Resource Management	3	<i>Choose from:</i>	
MGT-346	Negotiation	3	Additional semester of AAD-325 <i>or</i> three semesters of DAN-210T	3
MGT-363	Management Skills	3	<b>General Emphasis Requirements</b>	
MKT-330	International Marketing	3	(19 credits)	
MKT-340	Personal Selling	3	<b>Course No.</b>	<b>Course Title</b>
MUS-312	The Arts Abroad (January term)	3	AAD-205 Survey of Arts Institutions	2
<b>Suggested Political Science Courses</b>				
POL-201	Policy Issues, Advocacy and Budgeting	3	AAD-307 Touring & Production Management	
POL-210	Public Opinion	3	or	
POL-215	Global Politics	3	ART-227 Gallery Management	3
POL-325	Public Administration	3	AAD-325 Arts Practicum II-Service to the Field	3
<i>Choose from:</i>				
Additional semester of AAD-325 <i>or</i> two semesters chosen from DAN-210T or MTR-493T or THE-127T				

Choose from Arts discipline: Applied studio course(s) in a visual or performing arts discipline  
MUS/THE/DAN/ART:  
Two history courses in two different disciplines

#### Music Emphasis Requirements

(19 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
AAD-306	Art & Business of Recording	3
AAD-307	Touring & Production Management	3
AAD-325	Arts Practicum II-Service to the Field (Music Production/Practicum Support)	3
MUS-106	Survey of Music History II <i>or</i>	
MUS-206	History of Pop and Rock II	3
MUS-213	Digital Composition of Pop Music	3
MUS/CR/SM	Music ensemble	4

#### Theatre Emphasis Requirements

(19 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
AAD-205	Survey of Arts Institutions	2
AAD-307	Touring & Production Management	3
AAD-325	Arts Practicum II – Service to the Field	3
THE-106	Theatre History to 1700	3
THE-110	Acting I <i>or</i>	
THE-217	Stage Design <i>or</i>	
THE-218	Lighting Design	3
THE-115	Stagecraft	3

#### Choose from:

Additional semester of AAD-325 OR two semesters chosen from DAN-210T OR MTR-493T OR THE-127T

#### School of Fine and Performing Arts

#### General Education Requirements

(33 credits)

See the list of requirements found at the beginning of this section of the catalog.

#### Free Electives

(18 credits)

## DANCE (B.A.)

### Dance Performance Track

(47 credits)

#### Ensemble/Performance

(11 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
DAN-111	Dance Lab (7 terms)	0
DAN-210	Rider Dances (5 terms)	5
DAN-498	Senior Capstone	3
THE-107	Acting I	3

#### Applied (Dance Studio)

(15 credits)

Ballet (14 courses, .5 credit each)	7
World Dance	.5
Pilates	.5
Modern Dance (2 terms, .5 credits each)	1
Studio Electives (.5 credits each)	4
Choreography or Improvisation (2 semesters, any combination)	
Jazz or Hip-hop (2 semesters, any combination)	1

#### History and Theory

(21 credits)

DAN-105	Survey of Dance History	3
DAN-180	History of Movement Theory	3
DAN-190	Fundamentals of Music Theory Through Dalcroze Eurythmics	3
DAN-220	History of Choreography	3
DAN-350	History of Ballet, Modern & Jazz Dance	3
DAN-450	Dance Pedagogy and Methodology	3
	Art, Music or Theatre History (1 course)	3

#### General Education Requirements

(33 credits)

See the list of requirements at the beginning of the School of Fine and Performing Arts section of the catalog.

#### Free Electives

(40 credits)

#### Total Credits

120

### Dance Studies Track

(32 credits)

This track may be chosen only as a second major by education majors.

<b>Ensemble/Performance</b>	<i>One course from the following:</i>			3
(0 credits)				
<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>		
DAN-111	Dance Lab (4 terms)	0		
<b>Applied (Dance Studio)</b>				
(14 credits)				
Ballet (14 courses, .5 credit each)		7		
World Dance		.5		
Pilates		.5		
Studio Electives (.5 credits each)		5.5		
Choreography or Improvisation		.5		
<b>Dance History and Theory</b>				
(9 credits)				
DAN-105	Survey of Dance History			
DAN-350	History of Ballet, Modern and Jazz Dance	3		
DAN-190	Fundamentals of Music Theory Through Dalcroze Eurythmics	3		
<b>Art, Music, and Theatre History</b>				
(9 credits)				
<i>One course from the following:</i>				
ART-104	Survey of Art History I			
ART-106	Survey of Art History II			
ART-199	The Arts in Contemporary Civilization			
ART-201	Art of the Ancient World			
ART-207	Medieval and Renaissance Art			
ART-209	Art of the Baroque			
ART-214	American Art			
ART-303	19th Century Art			
ART-306	Art of the 20th Century			
ART-495	Selected Topics in Art History			
<i>One course from the following:</i>				
MUS-105	Survey of Music History I	3		
MUS-106	Survey of Music History II			
MUS-204	Jazz History			
MUS-205	History of Pop and Rock: Part I—Origins to the 1970s			
MUS-206	History of Pop and Rock: Part II—The 1970s to Today			
MUS-208	Music of the Theatre			
MUS-209	Great Composers			
MUS-217	Black Music in America			
MUS-218	Postmodernism and Popular Music			
MUS-300	Beethoven and the Romantic Age			
MUS-304	Music of the Beatles			
MUS-306	Contemporary Musical Experience			
MUS-309	Film Music			
<b>General Education and Free Elective Requirements</b>				
See the School of Education.				
<b>Notes:</b>				
1. Studio dance classes are taught at both the Lawrenceville campus of Rider University and the Princeton Ballet School.				
2. All new dance students must take a placement exam.				
3. All dance majors and minors must take one semester of Pilates, one semester of World Dance, and either one semester of choreography/improvisation or History of Choreography.				
4. All majors and minors must have a Dance Screening with a certified Dance Physical Therapist.				
5. Majors and minors must successfully complete Ballet-301 or equivalent to receive a degree.				
6. All students enrolled in DAN-210 and performing in Rider Dances are expected to be currently studying dance at PBS or enrolled in a Rider University dance studio course.				
<b>FINE ARTS – ART TRACK (B.A.)</b>				
<b>Core Curriculum Requirements</b>				
(42-43 credits)				
All B.A. Fine Arts/Art majors must complete the Core Curriculum Requirements as listed under the School of Liberal Arts and Sciences.				
<b>Major Requirements</b>				
(39 credits)				
<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>		
ART-103	Fundamentals of Drawing	3		
ART-104	Survey of Art History I	3		
ART-105	Design	3		
ART-106	Survey of Art History II	3		
ART-204	Fundamentals of Painting	3		
ART-304	Drawing II	3		
ART-305	Intermediate Painting A-B-C	3		
ART-492	Advanced Studio Workshop	3		
Two electives in art history or studio art				6
One history course each in dance, music and theatre				9
Electives to equal a minimum of 120 credits for graduation.				

## MUSIC STUDIES (B.A.)

This program may be chosen as a first or second major. If chosen as a second major, the music component is 44 semester hours and the student should follow the core requirements of the first major.

All Music Studies majors must take a placement examination in Music Theory. As a result of this examination, students are placed into MUS-109S, MUS-110, or MUS-111. MUS-109S does not count toward graduation credit for Music Studies majors.

### Music Theory

(8 credits)

MUS-110	Music Theory I	3
MUS-110L	Music Theory I Lab	1
MUS-111	Music Theory II	3
MUS-111L	Music Theory II Lab	1

### Music History

(18 credits)

MUS-105	Survey of Music History I	3
MUS-106	Survey of Music History II	3
<i>Four music history courses from the following:</i>		

MUS-204	Jazz History
MUS-205	History of Pop and Rock: Part I—Origins to the 1970s
MUS-206	History of Pop and Rock: Part II—The 1970s to Today
MUS-208	Music of the Theatre
MUS-209	Great Composers
MUS-217	Black Music in America
MUS-218	Postmodernism and Popular Music
MUS-300	Beethoven and the Romantic Age
MUS-304	Music of the Beatles
MUS-306	Contemporary Musical Experience
MUS-309	Film Music

### Music Studio

(3 credits)

CR-501	University Chorale (1 credit)
MUS-127	Instrumental Ensemble (1 credit)
MUS-128	Choir (1 credit)
MUS-130	Music in Children's Lives (3 credits)
MUS-493	Selected Topics in Musical Performance (3 credits)

### Keyboard Studies

(6 credits)

*Two courses from the following:*

MUS-131, 132	Beginning Piano I, II
MUS-233	Intermediate Piano A, B, C, D

### Art History Elective

(3 credits)

*One course from the following:*

ART-104	Survey of Art History I
ART-106	Survey of Art History II
ART-199	The Arts in Contemporary Civilization
ART-201	Art of the Ancient World
ART-207	Medieval and Renaissance Art
ART-209	Art of the Baroque
ART-214	American Art
ART-303	19th Century Art
ART-306	Art of the 20th Century
ART-495	Selected Topics in Art History

### Dance History Elective

(3 credits)

*One course from the following:*

DAN-105	Survey of Dance History
DAN-180	History of Movement Theory
DAN-220	History of Choreography
DAN-350	History of Ballet, Modern & Jazz Dance

### Theatre History Elective

(3 credits)

*One course from the following:*

THE-105	Theatre History to 1700
THE-106	Theatre History Since 1700
THE-199	The Arts in Contemporary Civilization
THE-306	American Theatre History
THE-307	Contemporary American Theatre
THE-308	Modern Drama
THE-495	Selected Topics in Theatre History

### General Education Requirements

(33 credits)

See the list of requirements at the end of the School of Fine and Performing Arts section of the catalog.

## POPULAR MUSIC CULTURE (B.A.)

### General Remarks

The Bachelor of Arts (B.A.) in Popular Music Culture prepares students for career entry or professional or graduate study in popular music and related fields. The curriculum presents students with a focused and practical examination of the history and current status of popular music in America. Students are offered a cutting edge, interdisciplinary degree that draws courses from several departments. They may choose to take classes in the areas of Communication and Journalism, American Studies, Gender Studies, Arts Administration, Computer Information Systems, or Sociology in addition to the departmental core music classes. By selecting from a broad list of courses, they may choose to focus on composition, performance, production, analysis, or writing about contemporary popular music.

This degree is different from the standard popular music degree available at other institutions in that the B.A. in Popular Music Culture offers students the tools to understand the historical and cultural

conditions that allowed popular music to originate and flourish. The central premise is to foster a deep understanding of the evolution of popular music and its unique influence and position in society today. While this special emphasis explores music as it intersects with technology, politics, gender, consumerism and the market place, sex, race, and criticism, students will be creating popular music by composing songs, jingles, video game and film scores and other productions. Interactive music--karaoke, Guitar Hero, computer and Internet music, for example--invests this degree with the study of the most contemporary innovations of technology. The approach to these varied disciplines prepares the student to consider music and the technology of popular music with a solid understanding of its history and cultural connections.

Graduates with this degree will be prepared for a range of career options including music and audio production, journal and online writing and criticism, performance of popular music, media work in radio, television and film, professional DJ positions, and production industries such as commercial, advertising, game music and jingles, and autonomous composition for commercial ends. Graduates will also be able to continue their study of musicology in advanced degree programs.

### **Senior Capstone**

A Senior Capstone course is part of the required departmental core. This final project, usually completed during the final semester at Rider University, is designed jointly around the student's area of interest by the student and a faculty advisor. The Senior Capstone course carries three credits and is intended to summarize the work completed while at Rider University and point to the student's future research or career path.

### **Instrumental or Vocal Private Music Study**

Students in this major wishing to take private lessons that count toward degree requirements must satisfactorily complete an audition. Upon completing a satisfactory audition, students in this major may enroll in up to three semesters of half-hour lessons under full-time tuition. If a student elects to take hour-long lessons during those three semesters or to enroll in additional semesters, elective applied music fees will apply. Please see "Applied Music Study" above. Audition requirements may be found on our Web site.

### **Department Requirements**

(27 credits)

MUS-106	Music History II	3
MUS-204	Jazz History	3
MUS-205	A History of Pop and Rock, Part I	3
MUS-206	A History of Pop and Rock, Part II	3
MUS-213	The Digital Composition of Popular Music I	3
MUS-214	Writing About Music	3
MUS-216	The Digital Composition of Popular Music II	3
MUS-308	World Music	3
MUS-498	Senior Capstone	3

### **Department Electives**

(21 credits)

### **Culture/History**

(12 credits)

*Choose two MUS and two non-MUS courses:*

MUS-105	Music History I	3
MUS-208	Music of the Theater	3
MUS-209	Great Composers	3
MUS-212	Cartoon/Anime Culture	3
MUS-215	Music and Technology in a Mobile Society	3
MUS-217	Black Music in America	3
MUS-218	Postmodernism & Popular Culture	3
MUS-304	Music of the Beatles	3
MUS-307	The Music of Radiohead	3
MUS-309	Film Music	3
MUS-493	Special Topics	3
AMS-213	American Myth in Literature, Landscape and Music	3
AMS-225	American Folklore	3
AMS-226	New South in Literature, Music and Film	3
AMS-229	American Popular Culture	3
AMS-309	Hip Hop and American Culture	3
AMS-310	American Identity in the Arts	3
AMS-338	Social Impact of Rock and Roll	3
COM-391	Communication Criticism	3
POL-280	Sex and Politics	3
SOC-252	Media Culture and Society	3

### **Applied/Media**

(9 credits)

*Choose six credits of MUS courses  
and 3 credits of non-MUS courses from this section:*

### **Applied Lessons (1)**

Applied Lessons require an audition. Up to three half-hour, 1-credit lessons may be taken under full-time tuition. More than three lessons are allowed. Credits above three will tally under "free electives." Credits above three and full-hour, 2 credit lessons incur a fee.

### **Band/Choir (1)**

More than three semesters of ensemble will (not) be allowed in this section. credits above three will tally under "free electives."

MUS-111	Music Theory II
CIS-255	Game Design
COM-131	Fundamentals of Video Production
COM-234	Audio Production
COM-331	Television Production
COM-337	Music Production
COM-434	Advanced Radio Production

**Electives**

(9 credits)

*Choose nine credits from Department Electives courses (listed above). See note above about applied lessons.*

**General Education Requirements**

(33 credits)

*See the list of requirements at the beginning of the School of Fine and Performing Arts section of the catalog.*

**Free Electives**

(30 credits)

*A minimum of 12 elective credits must be at or above the 300 level.*

**Total Credits****120****THEATRE (B.A.)**

All Theatre majors are expected to work 24 hours per semester (48 hours per academic year) for the Theatre area in theatre-related activities (e.g., stage crew, acting, carpentry). Consult the Theatre Handbook for additional expectations and requirements.

**Admission as a Freshman**

Audition or Interview: A satisfactory audition or interview must be completed before a student is accepted into this major. Audition and interview requirements may be found in the college view book or on our Web site.

**Theatre Performance Track**

(45 credits)

Course No.	Course Title	Credits
THE-105	Theatre History to 1700	3
THE-106	Theatre History Since 1700	3
THE-107	Acting I Intro to Acting	3
THE-110	Acting II Scene Study	3
THE-111	Theatre Lab (6 terms)	0
THE-115	Stagecraft	3
THE-240	Script Analysis	3
THE-400	Directing	3
6 additional Theatre studio or technical or elective courses		18
2 history or studio or technical courses in Art, Dance, Music or Musical Theatre		6

**MTR-493 Musical Theatre Production (3 times)****ENG-363 The Drama****General Education Requirements**

(33 credits)

See the list of requirements at the end of the School of Fine and Performing Arts section of the catalog.

**Free Electives**

(42 credits)

**Total Credits****120****Theatre Studies Track**

(45 credits)

This track may be chosen as a first or second major. If chosen as a second major, the theatre major is 45 semester hours and the student should follow the core requirements of the first major.

Course No.	Course Title	Credits
THE-105	Theatre History to 1700	3
THE-106	Theatre History since 1700	3
THE-107	Acting I: Introduction to Acting	3
THE-110	Acting II: Scene Study	3
THE-111	Theatre Lab (6 terms)	0
THE-115	Stagecraft	3
THE-240	Script Analysis	3
THE-400	Directing	3
6 additional Theatre studio or technical or elective courses		18
2 history or studio or technical courses in Art, Dance, Music or Musical Theatre		6

**General Education Requirements**

(33 credits)

*See the list of requirements at the end of the School of Fine and Performing Arts section of the catalog.*

**Free Electives**

(42 credits)

**Total Credits****120****MUSICAL THEATRE/VOICE PRIMARY (B.F.A.)****Admission as a Freshman**

Audition: A satisfactory audition must be completed before a student is accepted into this major. Audition requirements may be found in the college view book or on our Web site.

**General Requirements**

B.F.A.—Musical Theatre majors must earn a minimum grade of “B-” each semester in the primary applied music field in order to make satisfactory progress. If a grade of “C+” or lower is earned, the student must repeat the semester.

Students must meet attendance and performance requirements in studio performance classes and Musical Theatre Lab.

### **Applied Music – Voice Primary Study**

Students in the B.F.A.-Musical Theatre degree must register for applied music in each semester of study, to a maximum of eight semesters. Six terms are taken under MUS-168A (2-credit, 1-hour lesson) and two semesters are taken under MUS-168B (1-credit, half-hour lesson). The section number corresponds to the instructor with whom the student will study.

### **Musical Theatre Lab**

All majors are required to attend a weekly musical theatre lab during every semester of enrollment. The lab supplements curricular instruction with presentations by guest artists, managers, agents, and casting directors. This interface provides each student with an opportunity for interaction with some of the most important professionals in the musical theatre business.

### **Performing Opportunities at Rider University**

The musical theatre program offers three fully staged productions led by faculty and experienced and notable directors, conductors and choreographers from the professional community. The Theatre and Dance Department also offers a well-established theatre program that provides additional performing opportunities in three major productions. Majors also are encouraged to participate in student-directed and produced events, presented each year on both campuses. The Voice Department at the Westminster campus offers two Opera Theater productions each year. Both are open by audition to all Rider University students except freshmen. Consult the Musical Theatre Handbook for the Audition Policy.

### **Applied Music**

(15 credits)

MUS 168A	Applied Voice (2-credits)	12
MUS 168B	Applied Voice (1-credit)	2
MTR 132	Group Piano	1

### **Theory, History, Technology**

(18 credits)

Course No.	Course Title	Credits
MTR-120	History of American Musical Theatre	3
MTR-131	Music Theory For Musical Theatre	3
MTR-133	Sight Singing	3
THE-105	Theatre History to 1700	3
THE-106	Theatre History Since 1700	3
THE-115	Stagecraft	3

### **Professional Studies: DANCE**

(9 credits)

Course No.	Course Title	Credits
<i>Must take three ballet courses:</i>		
MTR-109	Ballet I	1
MTR-110	Ballet II	1

MTR-210	Ballet III	1
MTR-211	Ballet IV	1
MTR-212	Ballet V	1

*Must take two tap courses:*

MTR-209	Tap Dance I	1
MTR-210	Tap Dance II	1

*Must take two jazz courses:*

MTR-309	Jazz Dance I	1
MTR-310	Jazz Dance II	1
MTR-311	Jazz Dance III	1
MTR-312	Jazz Dance IV	1

*Must take two capstone dance courses:*

MTR-415	Musical Theatre Dance I	1
MTR-416	Musical Theatre Dance II	1

### **Professional Studies: ACTING**

(18 credits)

Course No.	Course Title	Credits
THE-107	Acting I: Introduction to Acting	3
THE-110	Acting II: Scene Study	3
THE-208	Acting III	3
THE-209	Acting IV	3
MTR-317	Auditions: Preparation and Techniques	3
MTR-335	Speech for the Actor	3

### **Professional Studies: MUSICAL THEATRE**

(19 credits)

Course No.	Course Title	Credits
MTR-105	Musical Theatre Practicum	2
MTR-111	Musical Theatre Lab (8 semesters)	0
MTR-215	Musical Theatre Performance: Song	3
MTR-218	Musical Theatre Scene Study I	3
MTR-219	Musical Theatre Scene Study II	3
MTR-255	Musical Theatre Repertoire I	3
MTR-256	Musical Theatre Repertoire II	3
MTR-493	Musical Theatre Production	1
MTR-493T	Musical Theatre Production – Tech	

or

THE-127T	Theatre Production – Tech	1
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### **General Education Requirements**

(33 credits)

See the list of requirements at the end of the School of Fine and Performing Arts section of the catalog.

### **Free Electives**

(9 credits)

Total Required Credits	121
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## MUSICAL THEATRE/PIANO PRIMARY (B.M.)

### Admission as a Freshman

**Audition:** A satisfactory piano audition must be completed before a student is accepted into this major. Audition requirements may be found in the college view book or on our Web site.

**Placement Examinations:** Please see the "Placement Testing" section above.

### General Requirements

B.M.-Musical Theatre majors must earn a minimum grade of "B-" each semester in the primary applied music field in order to make satisfactory progress. If a grade of "C+" or lower is earned, the student must repeat the semester.

Students must meet attendance and performance requirements in studio performance classes and Musical Theatre Lab.

All students must present a senior piano primary applied recital after qualifying according to applied area standards. Students must enroll for primary applied study during the term when any recital is to be presented unless specifically excused from this requirement by the Associate Dean.

B.M.-Musical Theatre majors must participate in and earn credit for six semesters of approved ensemble.

### Applied Music – Piano Primary Study

Piano primary students in the B.M.-Musical Theatre degree must register for two credits of applied music in each semester of study, to a maximum of eight semesters. Four terms are taken under MUS-165A; four terms under MUS-365A. The section number corresponds to the instructor with whom the student will study.

### Musical Theatre Lab

All majors are required to attend a weekly musical theatre lab during every semester of enrollment. The lab supplements curricular instruction with presentations by guest artists, managers, agents, and casting directors. This interface provides each student with an opportunity for interaction with some of the most important professionals in the musical theatre business.

### Performing Opportunities at Rider University

The musical theatre program offers three fully staged productions led by faculty and experienced and notable directors, conductors and choreographers from the professional community. The Theatre and Dance Department also offers a well-established theatre program that provides additional performing opportunities in three major productions. Majors also are encouraged to participate in student-directed and produced events, presented each year on both campuses. The Voice Department at the Princeton campus offers two Opera Theater productions each year. Both are open by audition to all Rider University students except freshmen.

### Choirs and Conducting

(12 credits)

Course No.	Course Title	Credits
CR-501	University Chorale (4 terms, 1 credit each)	4
	Ensemble (2 terms, 1 credit each) <sup>1</sup>	2
CR-215	Fundamentals of Conducting	3
CR-315	Techniques of Conducting	3

### Applied Music

(23 credits)

PI-165/365	Piano Primary (8 terms, 2 credits each)	16
VC-103/203	Voice Secondary (4 terms, 1 credit each) <sup>2</sup>	4
PI-513	Jazz Keyboard Improvisation	3

### Theory and Music History

(29 credits)

MUS-110	Theory I	3
MUS-110L	Theory I Lab	1
MUS-111	Theory II	3
MUS-111L	Theory II Lab	1
MUS-210	Theory III	3
MUS-211	Theory IV	3
MUS-105	Music History I	3
MUS-106	Music History II	3
MTR-120	History of American Musical Theatre	3
<i>Choose two from the following (2 courses, 3 credits each)</i>		6
MUS-210 is a prerequisite for all four courses.		
TH-253	Orchestration	
TH-255	Songwriting	
TH-259	Electro-acoustic Music	
TH-424	Choral and Instrumental Arranging	

### Professional Studies: DANCE

(3 credits)

MTR-109	Ballet I	1
MTR-209	Tap Dance I	1
MTR-309	Jazz Dance I	1

### Professional Studies: ACTING

(9 credits)

THE-107	Introduction to Acting	3
MTR-317	Auditions: Preparation and Techniques	3
MTR-492	Singing Actor: Musical Theatre	3

### Professional Studies: MUSICAL THEATRE

(13 credits)

MTR-111	Musical Theatre Lab (8 semesters)	0
MTR-251	Genres and Styles I	3
MTR-252	Genres and Styles II	3
MTR-253	Genres and Styles III	3
MTR-493	Musical Theatre Production	1

MTR-496      Workshop in Musical Theatre

3      ART-105

Design

#### **General Education Requirements**

(33 credits)

*See the list of requirements at the end of the School of Fine and Performing Arts section of the catalog.*

#### **Total Required Credits (122)**

##### **Notes:**

- Please see the Chair of the Theatre and Dance Department for a list of approved elective ensembles.
- Students completing fewer than four (4) semesters of secondary applied music study must make up the credits in free electives, in order to meet the minimum number 123 credits for graduation.
- Completion of French, German, Italian, or Latin II is required. Students exempted from one or more semesters of foreign language study must replace the missing credits with other Arts & Sciences electives.

#### **Additional Requirements**

Sophomore Review  
Piano Juries  
Senior Piano Recital

#### **Art Minor**

(21 credits)

Of the 21 required semester hours, at least nine must be at the 300 or 400 level, and no more than three may be independent study or internship.

#### **Art History**

(6 credits)

##### **Course No.      Course Title**

*Two courses from the following:*

ART-104	Survey of Art History I
ART-106	Survey of Art History II
ART-201	Art of the Ancient World
ART-207	Medieval and Renaissance Art
ART-209	Art of the Baroque
ART-214	American Art
ART-303	19th-Century Art
ART-306	Art of the 20th Century
ART-495	Selected Topics in Art History

#### **Studio Art**

(9 credits)

##### **Course No.      Course Title**

*Three courses from the following:*

ART-103      Fundamentals of Drawing

ART-204

Fundamentals of Painting

ART-230

Three-Dimensional Design

ART-304

Drawing II

ART-305

Intermediate Painting

ART-310

Drawing and Painting the Figure

ART-335

Printmaking

ART-493

Special Topics in Studio Art

#### **Music History**

(3 credits)

##### **Course No.      Course Title**

*One course from the following:*

MUS-105	Survey of Music History I
MUS-106	Survey of Music History II
MUS-204	Jazz History
MUS-205	History of Pop and Rock: Part I – Origins to the 1970s
MUS-206	History of Pop and Rock: Part II – The 1970s to Today
MUS-208	Music of the Theatre
MUS-209	Great Composers
MUS-217	Black Music in America
MUS-218	Postmodernism and Popular Music
MUS-300	Beethoven and the Romantic Age
MUS-304	Music of the Beatles
MUS-306	Contemporary Musical Experience
MUS-309	Film Music

#### **Theatre History**

(3 credits)

##### **Course No.      Course Title**

*One course from the following:*

THE-105	Theatre History to 1700
THE-106	Theatre History since 1700
THE-306	American Theatre History
THE-307	Contemporary American Theatre
THE-308	Modern Drama
THE-495	Selected Topics in Theatre History

#### **Arts Administration Minor**

(18 credits)

Any Rider University student may choose to pursue the Arts Administration Minor. Interested students should declare the Arts Administration Minor by completing a form available in the Department Office.

#### **Required Courses**

(12 credits)

##### **Course No.      Course Title**

AAD-121      Introduction to Arts Management<sup>1</sup>

**Credits**

3

or

CBA-110	Introduction to Business		ART-209	Art of the Baroque
AAD-202	Communications and Marketing in the Arts <sup>2</sup>	3	ART-214	American Art
AAD-203	Arts Fundraising <sup>2</sup>	3	ART-303	19th-Century Art
Choose one of the following: <sup>3</sup>			ART-306	Art of the 20th Century
ENG-321	Workplace Writing: Business and Professional Contexts	3	ART-495	Selected Topics in Art History
ENG-322	Workplace Writing: Grant Proposals, Fundraising and Development	3	THE-105	Theatre History to 1700
COM-107	Writing for the Media	3	THE-106	Theatre History since 1700
<b>Electives</b>			THE-306	American Theatre History
(6 credits)			THE-307	Contemporary American Theatre
			THE-308	Modern Drama
			THE-495	Selected Topics in Theatre History

Electives must be chosen from the list of elective courses found in the Arts Administration major section of this catalog.

#### Important Notes:

1. A student who chooses to take both AAD-121 and CBA-110 may count the credits for the second course toward electives in this minor.
2. Satisfactory completion of AAD-121 or CBA-110 and of all English Composition requirements of a student's college is a prerequisite for AAD-202 and AAD-203.
3. A student who chooses to take two of the three writing courses may count the second course toward this minor.
4. An internship must be undertaken in an arts organization venue in order to count toward this minor. While it may be arranged for three or more credits, a maximum of three internship credits may be counted towards electives.

## Dance Minor

(20 credits)

#### Dance

(14 credits)

Course No.	Course Title	Credits
DAN-105	Survey of Dance History	
or		
DAN-350	History of Ballet, Modern and Jazz Dance	3
DAN-190	Fundamentals of Music Theory Dalcroze Eurythmics Eight semester hours of dance from the Princeton Ballet School	3 8

#### Art and Theatre History

(3 credits)

#### Course No. Course Title

*One course from the following:*

ART-104, 106	Survey of Art History I, II
ART-201	Medieval and Renaissance Art
ART-207	Art of the Ancient World

#### Music History

(3 credits)

#### Course No. Course Title

*One course from the following:*

MUS-105, 106	Survey of Music History I, II
MUS-205	History of Pop and Rock: Part I – Origins to the 1970s
MUS-206	History of Pop and Rock: Part II – The 1970s to Today
MUS-207	Masterworks in Music
MUS-208	Music of the Theatre
MUS-300	Beethoven and the Romantic Age
MUS-303	Music Literature: Baroque Era
MUS-304	Music of the Beatles
MUS-306	Contemporary Musical Experience
MUS-309	Film Music

## Music Studies Minor

(18 credits)

#### Music

(6 credits)

#### Course No. Course Title Credits

MUS-105	Survey of Music History I
MUS-106	Survey of Music History II

#### Electives

(12 credits)

*Four courses from the following:*

*At least two of these courses must be at the 300 or 400 level.*

MUS-204	Jazz History
MUS-205	History of Pop and Rock: Part I – Origins to the 1970s
MUS-206	History of Pop and Rock: Part II – The 1970s to Today
MUS-208	Music of the Theatre
MUS-209	Great Composers
MUS-217	Black Music in America
MUS-218	Postmodernism and Popular Music
MUS-300	Beethoven and the Romantic Age

MUS-304	Music of the Beatles
MUS-306	Contemporary Musical Experience
MUS-307	The Music of Radiohead
MUS-309	Film Music
MUS-495	Selected Topics in Music History

- one-minute monologue (from a full-length play)

2. Students in majors requiring voice primary study will substitute two semesters of Voice Primary for VC-103. Other students may request permission to substitute two semesters of elective private voice study for VC-103. An additional fee is required for elective private voice study.

3. Princeton campus students must complete TH-141: Musicianship I. Lawrenceville campus students must complete MUS-110: Music Theory I and MUS-110L: Music Theory Lab.
4. Acceptance into MTR-511 is by audition.
5. Some elective courses have prerequisites: Please see catalog course descriptions for details.
6. Some courses will be offered only on the Lawrenceville campus.

## Musical Theatre Minor

(21 credits)

The Music Theatre minor is open to all undergraduates by audition<sup>1</sup>. Students accepted into the program must declare the minor by completing a form available in the Department Office.

### Musical Theatre

(14 credits)

Course No.	Course Title	Credits
AR-216	Acting I	3
or		
THE-107	Acting I	3
MTR-120	History of the American Music Theatre	3
MTR-109	Ballet I	1
One additional dance course: Ballet, Tap, or Jazz		1
VC-103	Voice Secondary (2 terms, 1 credit each) <sup>2</sup>	2
	Music Theory <sup>3</sup>	4

### Electives

(7 credits)

*A minimum of 7 credits must be chosen from the following courses:*

Course No.	Course Title	Credits
MTR-216	Acting for the MT Major I	3
MTR-251	Genres and Styles I	3
MTR-252	Genres and Styles II	3
MTR-253	Genres and Styles III	3
MTR-335	Speech for the Actor	3
MTR-493	Music Theatre Production	2
MTR-493T	Music Theatre Production (tech)	1
MTR-511	Music Theatre Ensemble <sup>4</sup>	1
THE-110	Acting II	3
THE-115	Stagecraft	3
THE-127	Theatre Production	1
THE-217	Principles of Stage Design	3
THE-218	Stage Lighting	3
THE-410	Advanced Performance Workshop	3

1. Enrollment in the Minor is limited to no more than 12 students during any academic year. Students may not audition for the Music Theatre minor until they have earned a minimum of 12 credits at Rider University. The audition for the Minor will require:

- 32-bar cut of an up-tempo song from the music theatre repertoire
- 32-bar cut of a ballad from the music theatre repertoire

## Popular Music Culture Minor

(18 credits)

### Required Courses

(15 credits)

Course No.	Course Title	Credits
MUS-204	Jazz History	3
MUS-205	History of Pop and Rock: Part I – Origins to the 1970s	3
MUS-206	History of Pop and Rock: Part II – The 1970s to Today	3

MUS-304 Music of the Beatles

MUS-307 The Music of Radiohead

MUS-106 Survey of Music History II

MUS-309 Film Music

### Elective

(3 credits)

*One course from the following:*

MUS-208 Music of the Theatre

MUS-209 Great Composers

MUS-212 Cartoon/Anime Culture

MUS-214 Writing About Music

MUS-215 Music and Technology in a Mobile Society

MUS-217 Black Music in America

MUS-218 Postmodernism and Popular Music

MUS-300 Beethoven and the Romantic Age

MUS-306 Contemporary Musical Experience

MUS-308 World Music

MUS-309 Film Music

MUS-495 Selected Topics in Music History

## **Theatre Minor**

(20 credits)

The theatre minor requires an audition for students focusing on performance or an interview for those focusing on technical theatre in order to be accepted into the program.

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
THE-105	Theatre History to 1700	3
THE-106	Theatre History since 1700	3
THE-107	Acting I	3
THE-111	Theatre Lab (2 terms)	0
THE-115	Stagecraft	3
THE-127	Theatre Production OR	
THE-127T	Theatre Production Tech (2 terms)	2
Two Theatre elective courses		6

## **Honors Program in Fine Arts**

A senior honors program may be submitted in partial fulfillment of requirements for graduation with honors in fine arts. Honors work is limited to those departmental majors with a cumulative average of 3.5 in fine arts courses and cognates. The program, to be planned under the direction of a faculty advisor, represents a culmination of demonstrated excellence in a specific area of fine arts. Candidates for honors in fine arts must be approved by the department chairperson and the faculty.

# Notes

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## School of Liberal Arts and Sciences

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[www.rider.edu/claes](http://www.rider.edu/claes)

# School of Liberal Arts and Sciences

The School of Liberal Arts and Sciences (SLAS) is dedicated to educating the whole student for citizenship, life, and career success in a diverse and interdependent world.

The education we provide cultivates intellectual creativity, maturity, reflection, and autonomy. We promote both broad academic inquiry and specialized knowledge, while nurturing ethical and effective applications of communication and technological skills.

Our faculty, 99 percent of whom hold doctoral degrees, are key to the delivery of a comprehensive liberal arts education. They demonstrate an expert and practical dedication in and out of the classroom, encouraging the free exploration of ideas and examination of difficult problems within their fields.

In addition, SLAS offers what we call a “value added” education. We encourage students to spend time studying abroad, researching in collaboration with faculty and other students, interning at nationally renowned industrial and governmental agencies, and engaging in interdisciplinary programs of study. The impact of these activities will stay with students forever, significantly enhancing the value of their liberal arts experience.

We aim not only to provide students with expertise and experience in their chosen fields, but also to guide their learning of life-long skills that cut across disciplines. Abilities such as critical thinking, quantitative analysis, effective communication, information literacy and technological competencies prepare students to participate in a globalized and sustainable world where active learning, not static knowledge, is essential. These elements of our liberal arts education are necessary to prepare students for meaningful participation as citizens and to become productive and successful in the workplace.

In short, SLAS encourages students to develop a deep understanding and appreciation of the foundational areas of human knowledge and values. It seeks to accomplish this goal by means of a clear and well-defined core curriculum and freely chosen specialized majors. Its central objectives are to provide preprofessional competence in the liberal arts and sciences and to prepare students for a lifetime of learning that is responsive to change.

## UNDERGRADUATE DEPARTMENTS

Liberal Arts	Sciences
Communication and Journalism	Biology
English	Chemistry, Biochemistry and Physics
Languages, Literatures and Cultures	Geological, Environmental, and Marine Sciences (GEMS)
History	Mathematics
Philosophy	Psychology
Political Science	
Sociology	

## DEGREES

The bachelor of arts degree is awarded to students satisfactorily completing requirements in the following disciplines: American studies; communication studies; digital media: film, television and radio; economics; English; French; German; global studies; graphic design; history; integrated sciences and math; journalism; liberal studies: environmental emphasis; liberal studies: marine ecological emphasis; mathematics; philosophy; political science; psychology; public relations; Russian; sociology; Spanish; and web design.

The Bachelor of Science degree is awarded to students satisfactorily completing requirements in the following disciplines: biochemistry, biology, behavioral neuroscience, chemistry, environmental sciences, geosciences, and marine sciences.

General Liberal Arts and Sciences Studies (GLASS) includes all students who are undecided regarding a field of study. For GLASS, specially designated advisors are assigned to help students explore the full range of their academic options. Students have until the completion of 60 credits to select a major. When the major is declared, a new advisor from that field is assigned for course selection and continued academic guidance.

## GRADUATION REQUIREMENTS

All students majoring in the School of Liberal Arts and Sciences must complete 120 credits, the last 30 of which must be taken at Rider. To graduate, all students must complete the LAS core and earn a 2.0 or higher, both cumulative and in the major, and, if applicable, in the second major or minor.

## The Core Curriculum

The core curriculum for SLAS students provides the opportunity for a broad and rich exploration of our disciplinary offerings. Balancing structure with choice, students will examine the complex worlds in which they live from a variety of perspectives. Courses may be taken to satisfy both core requirements and major or minor requirements when expressly permitted by a department/program.

### Core Curriculum Requirements

(42–43 credits)

Course No.	Course Title	Credits
<b>English writing*</b>		<b>6-9</b>
CMP-115	Introduction to Expository Writing	
CMP-120	Expository Writing	
or		
BHP-100	Honors Seminar: Great Ideas I	
CMP-125	Research Writing	
or		
CMP-203	Literature and Composition	
or		
BHP-150	Honors Seminar: Great Ideas II	

\*CMP-115 will be waived for students who attain a 530 or above on the writing section and 500 or above on the critical reading section of the SAT or a score of 4 or above on the English Department placement test.

### Reading\*\* (0–2 Supplemental Education Units)

CRC-100 College Reading

\*\*Required only of those students scoring 470 or lower on the reading comprehension portion of the SAT.

### Foreign language\*\*\* 6

100, 101 Chinese, French, German, Italian, Russian, or Spanish I, II

\*\*\*Students who place at the 200-level or above are still expected to take a minimum of 3 credits at the level of placement. Students who are native speakers of other languages may have their requirement waived upon documentation of proficiency. To initiate a request for a waiver, students should see the chairperson of the Department of Languages, Literatures and Cultures.

### Mathematics† 3-4

One course from the following:

MTH-102	Elements of Finite Mathematics
MTH-105	Algebra and Trigonometry
MTH-210	Calculus I

### Science† 6

Two courses from the following:

BIO-100	Life Science: Human Emphasis
BIO-101	Life Science: Cell Biology and Genetics Emphasis
BIO-103	Life Science: Ecobotanical Emphasis
BIO-106	Life Science: Human Disease Emphasis
BIO-108	Life Science: The Biology of Human Aging
BNS-107	Life Science: Behavioral Neuroscience
CHE-100	Introduction to College Chemistry
CHE-115	Chemistry and Contemporary Society

GEO-100	Earth Systems Science
GEO-113	Environmental Geology
GEO-168	Mesozoic Ruling Reptiles
MAR-120	Oceanography
MAR-2xx	Introduction to Field Marine Science
PHY-103	Science of Light and Color
PHY-104	Energy, the Environment, and Man
PHY-180	Astronomy
PSY-100	Introduction to Psychology

† Appropriate mathematics and science courses may be substituted if required by the major.

### Social Sciences and Communication 6

Two courses from the following:

POL-100	Introduction to American Politics
or	
POL-102	Understanding Politics
SOC-101	The Sociological Imagination
SOC-110	Cultural Anthropology
COM-105	Communication, Culture and Media
ECO-200	Principles of Macroeconomics
or	
ECO-201	Principles of Microeconomics

### History 6

HIS-150	World History to 1500
HIS-151	World History since 1500

### Humanities 9

One course in fine arts, one course in literature, and one course in philosophy from the following:

#### Fine Arts

ART-104	Survey of Art History I
ART-106	Survey of Art History II
ART-120	Art and Society
MUS-105	Survey of Music History I
MUS-106	Survey of Music History II
MUS-120	Music and Society
THE-105	Theater History to 1700
THE-106	Theater History since 1700
THE-120	Theater Appreciation
ART-, MUS-, THE-199	The Arts in Contemporary Civilization

#### Literature

ENG-205	Understanding Literature
ENG-208	Arthurian Legends in Literature

ENG-210	Major American Authors
ENG-211	Major British Authors
ENG-213	Literature and Mythology
ENG-214	Monsters in Literature
ENG-215	Satire and Comedy
ENG-217	Introduction to Shakespeare
ENG-219	Literature and Violence
ENG-220	Literature and Society
ENG-221	Literature and Psychology
ENG-224	Science Fiction
ENG-228	Black American Literature
ENG-229	Multi-Ethnic Literature in America
ENG-230	Women in Literature
ENG-270	Major Poets
ENG-290	The Short Story
LAW-204	Law, Literature and Film in America
LIT-250, 251	Masterworks of Western Literature I, II
LIT-310	Russian Literature from 988 to 1850
LIT-311	Russian Literature from 1850 to 1917
LIT-312	20th-Century Russian Literature
LIT-313	Contemporary Russian Literature
LIT-315	Tolstoy
LIT-317	Dostoevsky
LIT-322	German Literature and Film in English Translation
LIT-325	The Folktale
LIT-340	Hispanic Literature and Film in English Translation
LIT-350	French and Francophone Literature and Film in Translation
LIT-370	European Short Novel
LIT-390	The Bible as Literature Any literature course in the foreign language.
<b>Philosophy</b>	
	Any course in the philosophy department or
AMS-227	The Philosophy of Martin Luther King Jr.

## DISCIPLINARY HONORS PROGRAMS

Rider takes special interest in its most talented and serious students. It encourages them to seek extra opportunities and challenges through honors programs in academic areas, such as American studies, behavioral neuroscience, biochemistry, biology, chemistry, communication and journalism, English, environmental sciences, foreign languages, literatures, and cultures, geosciences, history, integrated sciences and math, liberal studies: environmental emphasis, liberal studies: marine ecological emphasis, marine sciences, mathematics, philosophy, political science, psychology, and sociology. Each program has its own requirements, but all aim at offering eligible students an intense course of study, culminating in a supervised senior research project or specially designed honors courses. For more details, see the listing under the relevant program.

## MINORS PROGRAMS

The School of Liberal Arts and Sciences offers minors in the following areas: American studies, biology; chemistry; Chinese and Asian area studies; communication studies; digital media; film; television and radio; earth and environmental sciences; economics; English literature; writing or cinema studies; ethics; European area studies; event planning and production; film and media studies; French; gender and sexuality studies; German; global studies; graphic design; history; Italian; journalism; Latin American and Caribbean area studies; law and justice; marine sciences; mathematics; multicultural studies; philosophy; physics; political communication; political science; psychology; public relations; Russian; Russian area studies; science for business; social work; sociology; Spanish; sustainability studies; and web design. In addition, the College of Business Administration offers a health administration minor and the business of sports minor to all Rider students; a minor in sales management, a general business minor, a finance minor and a computer information systems minor available to non-business majors; and a minor in advertising available to communication and journalism majors and a minor in advertising available to English majors.

Students interested in pursuing a minor need the approval of the chairperson or director of the minor program and the dean.

## Area Studies Program

The Area Studies Program offers students the opportunity to complete a minor that provides in-depth study of a geographical area or country of geo-political, historical, cultural and linguistic importance. The minors include Chinese and Asian Area Studies, European Area Studies, Latin American and Caribbean Area Studies, and Russian Area Studies. With the exception of Russian Area Studies, each minor involves study in at least three academic disciplines and includes foreign language study to the intermediate level. They also incorporate a gateway culture course to introduce the area of study, as well as the option for independent research projects, for study, service-learning and internships abroad, and for domestic internship and service-learning experiences in multi-national companies and ethnic communities. This multi-disciplinary approach to studying a country or region of the world equips students with a variety of perspectives from which to understand how national and regional forces shape the world. Faculty experts in each area study minor serve as advisors who help students plan their course of study and experiential learning experiences. The program includes co-curricular events and an annual symposium in which students and faculty assemble to discuss compelling global issues from the perspectives of each minor.

Students enrolled in an area studies minor gain linguistic and cultural knowledge and skills that complement their course of study in a variety of majors such as international business, global studies, history, sociology, communications and foreign languages. Given the competitive demands of globalization and America's increasing multi-cultural diversity, students also become better prepared for success in graduate and professional schools, and in the increasing number of jobs and careers at home and abroad that require foreign language competency and a knowledge of other cultures.

## **Event Planning and Production Minor**

Event planning and production is an interdisciplinary minor that combines the study of communication, marketing, and management. With the rapid growth of non-profit, educational, corporate, recreational, and entertainment events, this minor provides both theoretical and practical training in event planning and management.

Students who minor in event planning and production must complete nine courses for 27 credits. The curriculum emphasizes public relations and effective writing, various strategic approaches to business management, and the corporation-consumer relationship. The minor has a strong applied component and approved internship experiences are recommended for all students.

## **Film and Media Studies Minor**

Film and Media Studies is a multidisciplinary minor exploring connected perspectives on film and other media through courses that focus on the theory, history, and aesthetics of film; the reception and impact of film and related media within the culture; and technical aspects of production. Recognizing the ever-growing integration of the film, television, and digital media industries and technologies, Film and Media Studies extends inquiry to all aspects of the moving image in a global society. In its aim to improve film and visual literacy and to develop skills in critical analysis, the minor draws upon courses from a wide spectrum of academic departments. The Film and Media Studies minor thus complements many major fields of study, while offering a natural gateway into a new realm of interdisciplinary learning.

Students who minor in Film and Media Studies will take courses from four components of the field: film and media studies, theory, history and aesthetics; film, media, and culture; and technical aspects. In addition, students will complete the required foundation course: ENG/FMS-284 Language of Film Analysis. This minor is open to all Rider students.

## **Gender and Sexuality Studies Minor**

The Gender and Sexuality Studies Program offers an interdisciplinary minor exploring gender, masculinity and femininity; recognizing diversity in sexuality, race, class and culture; and acknowledging the multiplicity of human relationships.

Students who minor in gender and sexuality studies take six courses for 18 credits. In gender studies courses, students discuss ideas about gender, as well as images of femininity and masculinity, which both reflect and affect the way we think and act. Students analyze the cultural construction of sexuality, they examine the relationship between biological differences and social inequality, and they compare gender systems from global and historical perspectives. Through internships, students may engage in practical strategies for transforming coercive and unequal gender systems and for enhancing our common humanity.

## **Homeland Security**

Law and justice is an interdisciplinary minor that includes courses from a wide spectrum of academic areas, including business, communication, English, history, legal studies, philosophy and business ethics, political science, psychology, and sociology, as well as courses developed specifically for this program. It provides students with knowledge

and understanding of laws, legal institutions and processes and their relationships to social, moral, political, and economic issues. Students will benefit from learning to understand law and law enforcement from diverse perspectives. The law and justice minor will provide students, regardless of specific career goals, with tools for understanding how the law works and its social consequences; it will make students better citizens by demystifying law, legal ideas and concepts and by enabling them to evaluate laws, legal institutions and policies. The minor enables students to focus their course of study around their specific career goals and can be combined with any major program.

## **Law and Justice Minor**

Law and justice is an interdisciplinary minor that includes courses from a wide spectrum of academic departments, including communication and journalism, sociology, English, history, legal studies and business ethics, political science, psychology, and philosophy, as well as legal studies courses developed specifically for this program. It provides students with knowledge and understanding of laws, legal institutions and processes and their relationships to social, moral, political, and economic issues. Students will benefit from learning to understand law and law enforcement from diverse perspectives. The law and justice minor will provide students, regardless of specific career goals, with tools for understanding how the law works and its social consequences; it will make students better citizens by demystifying law, legal ideas and concepts and by enabling them critically to evaluate laws, legal institutions and policies. The minor enables students to focus their course of study around their specific career goals and can be combined with any major program.

## **Pre-Law and Legal Careers**

Students interested in legal careers will benefit from the knowledge and skills they can obtain by an in-depth study of law from various disciplinary perspectives available with the legal studies concentration within the law and justice program. Unlike traditional undergraduate pre-law programs that are typically singular in perspective or orientation, the minor offers diverse approaches. As recommended for pre-law study by the Association of American Law Schools, the law and justice minor provides a broad-based curriculum that is designed to develop students' abilities to formulate ideas and effectively communicate them and to understand and critically assess social institutions, behaviors, and values. The law and justice minor has the additional advantage of providing an interdisciplinary legal studies approach that will enhance students' understanding of law and legal issues, institutions and practices. The law and justice minor provides students with opportunities to explore and test their interest and capacities for law-related careers under the direction and supervision of faculty, by working directly with legal professionals in a law-related institution, by doing field work research in a legal setting, by engaging in simulated courtroom trials, by practicing alternative forms of dispute resolution, by examining work settings of legal practitioners, or by conducting research on some specific legal issue or aspect of legal work.

## **Pre-Law Advising**

Experienced faculty members of the law and justice program committee advise students expressing an interest in pursuing a career in law or law-related fields. Faculty advisors assist students in all phases of pre-law preparation from course selection to law school applications. The law and justice program also sponsors workshops on various aspects of the application process.

## **Law and Justice Center**

To assist students in locating information on law schools, Rider maintains a Law and Justice Center that houses law school catalogs, application forms, data about law schools, and financial aid material for professional school studies.

## **Law Society**

The Law Society is a student-run organization; faculty provides advice and assistance. The society sponsors lectures on law and the legal profession, arranges field trips to courts, government agencies, and law schools and has participated in state-wide mock trial competitions. The society also holds an annual paper competition.

## **Criminal Justice and Law Enforcement**

A criminal justice concentration is available within the minor. It is specifically designed for students interested in criminal law and the criminal justice system. Students will be exposed to varied disciplinary perspectives on crime, criminal law, and the criminal justice system. Those interested in such fields as law enforcement, probation, parole, court administration, and jury consultation/evaluation will benefit from working with faculty in various fields and from the combined theoretical and practical dimensions of the program. The concentration will help future criminal justice practitioners understand the nature of crime and delinquency, the relationships of crime, criminal law and criminal sanction to social, political and economic issues, and the legal as well as moral issues involved in crime control in a democratic society. An interdisciplinary approach will help to broaden and deepen students' understanding of the criminal justice process.

Students enrolled in the concentration will be given valuable opportunities to see how the criminal justice system operates through their fieldwork experiences in criminal justice agencies and other special programs and projects involving criminal justice practitioners. Faculty members of the law and justice program committee experienced in the field of criminal justice teach and advise students in course and career planning. Some courses also are taught by professionals in the criminal justice field.

## **Multicultural Studies Minor**

The multicultural studies minor is a flexible interdisciplinary program that focuses on the United States. It provides students with knowledge about the many ways different cultures interact to shape individual identity and to structure U.S. society. Because organizations today need employees who can perform effectively in a diverse workplace, the minor also enhances Rider graduates' employment opportunities.

Each student chooses a theme or thread within multicultural studies that suits his or her special interests. One might explore a particular cultural tradition—for example, African American, Latino/a, or Jewish. Another could focus on a specific realm of multicultural interaction—for example, education, media, or literature.

The minor also provides students with career-relevant knowledge and experience. For example, the human resource management major can learn more about diversity in the workplace. The education student will be better prepared to teach today's multicultural population of children. The psychology major will acquire a deeper understanding of potential clients.

In these various ways, the multicultural studies minor plays an important role in preparing Rider students, whatever their ethnic heritage, for an increasingly multicultural world.

Students who minor in multicultural studies take seven courses for 21 credits. These courses draw on a wide range of academic programs, including American studies, communication, English, foreign languages, history, management, philosophy, political science, and sociology; courses are also developed specifically for the program. In consultation with the director, each student designs a sequence of courses to address his or her chosen theme.

## **Political Communication Minor**

Political communication is an interdisciplinary minor that is designed to understand the manner in which new technologies and strategies of communication change the emerging political order, and the manner in which the emerging political order structures the dissemination of information among citizens of the United States and other nations.

The minor in political communication provides preparation for those students planning further study in graduate or law school, careers in governments, international affairs, political campaigns, political journalism, or private business concerned with government activity. Moreover, students should further their abilities to construct arguments based upon ethical and relevant data, think clearly and critically, and develop the facility to express themselves persuasively.

## **Social Work Minor**

The social work minor provides skills and knowledge for helping people and bringing about change to improve social welfare. In the core courses of the minor, students learn about community agencies and programs, and engage in fieldwork supervised by a social worker. Additional courses in the minor from sociology, psychology, and related fields offer a base of knowledge about human development, social institutions, and social change.

## **Sustainability Studies Minor**

The sustainability studies minor complements any major at Rider. Concentrating on the interdependence of natural, economic and human systems, this program helps students explore the complex task of protecting the earth while generating economic welfare and ensuring social justice. Because the program draws on a network of approaches (social, scientific, practical) students completing the minor will be equipped to take on increasingly pressing challenges in areas ranging from education and energy, communications and design to ecosystems management, business and government.

Students in the Sustainability Studies minor will take seven courses (23-24 credits) in environmental and social studies, ethics and business. Sustainability-related courses that contribute to the minor are offered within many majors. The introductory course is deeply interdisciplinary, drawing on expertise from across the University in the social sciences, business, history, philosophy, ecology, physics and marketing. After this introduction, students are expected to complete an independent study or internship project on or off campus that provides hands-on experience with the complex tasks required to make systems most sustainable. The capstone course draws on the interests and expertise of

the enrolled students who together will identify a specific sustainability challenge on the Rider campus and devise, implement and measure the effects of a plan to address it.

### **BACHELOR OF ARTS, BACHELOR OF SCIENCE/MASTER OF BUSINESS ADMINISTRATION (BA, BS/MBA) PROGRAM**

The five-year integrated BA,BS/MBA program is designed for students who wish to combine undergraduate study leading to a Bachelor of Arts or Bachelor of Science degree with graduate study leading to the degree of Master of Business Administration. For details, see the Core Curriculum and Study Opportunities chapter.

### **INDEPENDENT RESEARCH AND STUDY**

Students who wish to pursue special topics that they have become interested in as a result of course work may take up to 12 semester hours of independent research and study toward graduation. To be eligible for independent research and study, however, a student must be a junior or a senior in good academic standing. Only one project can be scheduled in a semester, and for no more than four semester hours. Each independent research and study proposal must be approved by a faculty sponsor, the department chairperson, and the dean of liberal arts, education, and sciences by no later than the third week of the semester in which the project is to be conducted.

### **INTERNSHIPS**

Internships are unique opportunities for connecting the skills and theories learned in the classroom to experiences in the workplace. They also provide students a chance to explore future career goals while earning academic credit. Students who wish to pursue an internship may take up to 6-8 semester hours of internship toward graduation. To be eligible for an internship, a student must be a junior or senior in good academic standing. Only one internship can be scheduled during a semester. The number of credits earned is based on departmental policy and number of hours completed at the internship site, usually 1-4 credits. A faculty sponsor, the department internship coordinator and the academic coordinator of liberal arts and sciences must approve the internship by no later than the third week of the semester in which the internship is to be conducted.

### **PREPARATION FOR THE STUDY OF MEDICINE AND DENTISTRY**

The School of Liberal Arts and Sciences offers a premedical studies program that focuses on preparation for admission to medical, dental, or other health-related professional schools. A background in the liberal arts also is provided, since many professional schools stress a broad general education.

A premedical committee and pre-professional advisors meet on a regular basis with students to assist in the selection of science and non-science courses, to provide information on the MCAT and DAT, and to advise students regarding procedures for admission to professional schools. Since admission requirements vary slightly from school to

school, students are urged to consult catalogs of the institutions where they desire to continue their education to make certain that they are completing the most appropriate undergraduate courses.

Students may major in any field of study and need not formally major in one of the sciences as long as they take the minimum number of required science courses. As a matter of practice, however, most pre-dental and premedical students major in biology, biochemistry, or chemistry. Students who major in nonscience fields and elect the minimum number of required science courses must excel to ensure adequacy of preparation and favorable consideration of their applications.

### **PRE-ALLIED HEALTH PROGRAM**

The School of Liberal Arts and Sciences offers a pre-allied health program affiliated with the Thomas Jefferson College of Health Professions. This program is designed for students pursuing careers in physical therapy, occupational therapy, nursing and laboratory sciences. The program has two options: (1) obtain prerequisites for transfer to Thomas Jefferson in the first two or three years, or (2) complete a Bachelor of Science degree with a major in biology that includes applicable prerequisites for Thomas Jefferson.

### **PRE-LAW STUDIES**

See Law and Justice minor.

### **PROGRAMS OF STUDY**

#### **American Studies**

##### **Requirements for the Major**

(36 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
<b>American Studies</b>		
AMS-200	Introduction to American Studies	3
AMS-400, 401	Seminar in American Studies I, II	6
	One American Studies elective	3

##### **Humanities Distribution**

<i>Two American literature electives</i>	6
<i>Two American Studies courses from the following:</i>	
AMS-210	Growing Up American
AMS-213	The American Myth in Literature, Landscape, and Music
AMS-214	Special Topics in American Studies
AMS-215	Alfred Hitchcock in America
AMS-225	American Folklore
AMS-226	The New South in Literature, Music, and Film
AMS-228	Studies in American Jewish Culture
AMS-229	American Popular Culture
AMS-305	Religion in America
AMS-306	Poetry and Poetics in American Culture

AMS-309	Hip Hop and American Culture
AMS-310	The American Identity in the Arts
AMS-312	American Photography
	or an appropriate special topics in American studies course.
	Other humanities courses with a preponderance of American material.

**Social Science Distribution**

Course No.	Course Title	Credits
HIS-180	U.S. I: American History from European Settlement through Reconstruction	
and		
HIS-181	U.S. II: American History from Reconstruction to the Present	6
<i>Two American studies courses from the following:</i>		6
AMS-210	Growing Up American	
AMS-211	Sports in American Life	
AMS-212	Multicultural America	
AMS-225	American Folklore	
AMS-227	The Philosophy of Martin Luther King, Jr.	
AMS-228	Studies in American Jewish Culture	
AMS-229	American Popular Culture	
AMS-304	Technology and Science in America	
AMS-309	Hip Hop and American Culture	
AMS-311	Radicalism in 20th-Century America	
AMS-338	The Social Impact of Rock and Roll	
	or an appropriate Special Topics in American Studies course	
	Other social science courses with a preponderance of American material	

**Requirements for the Minor**

(18 credits)

Course No.	Course Title	Credits
AMS-200	Introduction to American Studies	3
<i>Five American Studies courses:</i>		15

**Honors Program in American Studies**

A limited number of superior students enrolled in the American studies major or minor programs may participate in a program leading to graduation with honors in American studies or with high honors in American studies. Interested students should apply to the program committee on honors before March 1 of the junior year; admission is based on academic average and submission of an acceptable proposal for an individual study project. During the two regular semesters of the senior year, the student enrolls in Independent Research and Study. Honors in American studies are awarded on the basis of completing the senior thesis and a defense of it with distinction.

**Biochemistry****Requirements for the Major**

(71 credits)

Course No.	Course Title	Credits
<b>Biology</b>		
BIO-115	Principles of Biology: Evolution, Diversity, and Biology of Animals	4
BIO-116	Principles of Biology: Evolution, Diversity, and Biology of Plants	4
BIO-117	Principles of Biology: Evolution, Diversity, and Biology of Cells	4
BIO-265	Genetics	4
<b>General Chemistry</b>		
CHE-120	Principles of Chemistry	3
CHE-121	Principles of Chemistry Laboratory	1
CHE-122	Introduction to Chemical Systems	3
CHE-123	Quantitative Methods Laboratory	1
CHE-211	Organic Chemistry I	4
CHE-214	Organic Chemistry II	4
CHE-250	Quantitative Analysis and Statistical Methods	4
CHE-305	Physical Chemistry I	3
BCH-325	Biochemistry I	3
BCH-326	Biochemistry I Laboratory	1
BCH-330	Biochemistry II	3
BCH-331	Biochemistry II Laboratory	1
BCH-490	Independent Research and Study	3
<b>Mathematics</b>		
MTH-210, 211	Calculus I, II	8
<b>Physics</b>		
PHY-200, 201	General Physics I, II	8
<b>Upper Level Electives</b>		
Five credits of upper-level courses at the 300-level or above in either BCH, CHE, BNS or BIO (excluding extra credits in Independent Research and Study). At least two of the five credits must be connected to laboratory courses.		
Students wishing an ACS certified degree in Biochemistry must take CHE-315 Inorganic Chemistry and either CHE-316 Inorganic Chemistry Laboratory or CHE-325 Physical Chemistry Laboratory and two more credits of chemistry lab courses.		
Students may elect to take up to eight additional credit hours of Independent Research and Study.		
<b>Honors Program in Biochemistry</b>		
Students who seek departmental honors should indicate their intention in writing to the chairperson of the department of chemistry, biochemistry and physics before the end of their first semester in their senior year. For consideration of departmental honors, the student must have a 3.25 cumulative average and a 3.25 average in courses taken within the science division, including mathematics. The student must also		

complete an acceptable honors thesis based upon independent research work done for credit within either the department of biology or the department of chemistry, biochemistry and physics. Before the end of classes in the student's final semester, the thesis must be turned in to the chairperson of the department of chemistry, biochemistry and physics in final form for examination by the biochemistry committee. Departmental honors are conferred by the chairperson of the department of chemistry, biochemistry and physics upon recommendation of the biochemistry committee.

## Biology

### Requirements for the Major

(62-63 credits)

**Note:** Students must earn a grade of "C" or better in BIO-115, BIO-116 and BIO-117 to meet their major requirements and before enrolling in upper-level courses for which these courses are prerequisites.

### Department of Biology Course Repeat Policy

The following guidelines apply to courses offered by the Department of Biology. Students may repeat any biology (BIO) or behavioral neuroscience (BNS) course once without special permission. A course will be considered repeated if the student has previously earned a letter grade in the course, or if the student has previously withdrawn from the course during Withdrawal II or Withdrawal III. If a student wishes to retake a biology or behavioral neuroscience course a third time, written permission must be obtained from the departmental chair before the registrar will allow the student to enroll in that course.

Course No.	Course Title	Credits
<b>Biology</b>		
BIO-115	Principles of Biology: Evolution, Diversity, and Biology of Animals	4
BIO-116	Principles of Biology: Evolution, Diversity, and Biology of Plants	4
BIO-117	Principles of Biology: Evolution, Diversity, and Biology of Cells	4
<i>Four courses, one of which must be from each group listed below:</i>		16
<b>Group I</b>		
BIO-272 and 272L	Introduction to Marine Biology Introduction to Marine Biology Lab	
BIO-321	Environmental Microbiology	
BIO-335	Modern Plant Biology	
BIO-340	Evolutionary Biology	
BIO-350	General Ecology	
BIO-372	Behavior of Marine Organisms: An Evolutionary Approach	
MAR-325	Marine Vertebrates: Fish to Mammals	
<b>Group II</b>		
BIO-265	Genetics	
BIO-300	Developmental Biology	
BIO-305	Vertebrate Physiology	
BNS-310	Neurobiology	
BIO-315	Medical Microbiology	

BNS-360	Neurochemistry	
BIO-370	Immunology	
BNS-375	Neuroethology: The Neural Circuits of Behavior	
<i>One course from the following:</i>		3
BIO-400	Seminar in Cellular and Molecular Biology	
BNS-415	Seminar in Behavioral Neuroscience	
BIO-416	Bioinformatics	
BIO-420	Seminar in Organismal Biology	
BIO-450	Seminar in Ecology and Evolution	

### Chemistry

CHE-120	Principles of Chemistry	3
CHE-121	Principles of Chemistry Lab	1
CHE-122	Introduction to Chemical Systems	3
CHE-123	Quantitative Methods Lab	1
CHE-211	Organic Chemistry I	4
CHE-214	Organic Chemistry II	4

BCH-325, 326, 330, 331 strongly recommended.

### Mathematics

<i>Two courses from the following:</i>		7-8
MTH-105	Algebra and Trigonometry	
MTH-210	Calculus I	
MTH-211	Calculus II	
MTH-120	Introduction to Applied Statistics	
or		
ENV-200	Statistical and Computer Applications in the Natural Sciences	
or		
BNS-250	Biostatistics	

### Physics

PHY-100 and 100L	Principles of Physics I Principles of Physics I Lab	
or		
PHY-200	General Physics I	4
PHY-101 and 101L	Principles of Physics II Principles of Physics II Lab	
or		
PHY-201	General Physics II	4

### Requirements for the Minor\*

(20 credits)

Course No.	Course Title	Credits
BIO-115	Principles of Biology: Evolution, Diversity, and Biology of Animals	4
BIO-116	Principles of Biology: Evolution, Diversity, and Biology of Plants	4
BIO-117	Principles of Biology: Evolution, Diversity, and Biology of Cells	4
<i>One course from each group listed below:</i>		8

**Group I**

BIO-272	Introduction to Marine Biology
and 272L	Introduction to Marine Biology Laboratory
BIO-321	Environmental Microbiology
BIO-335	Modern Plant Biology
BIO-340	Evolutionary Biology
BIO-350	General Ecology
BIO-372	Behavior of Marine Organisms: An Evolutionary Approach
MAR-325	Marine Vertebrates: Fish to Mammals

**Group II**

BIO-265	Genetics
BIO-300	Developmental Biology
BIO-305	Vertebrate Physiology
BNS-310	Neurobiology
BIO-315	Medical Microbiology
BNS-360	Neurochemistry
BIO-370	Immunology
BNS-375	Neuroethology: The Neural Circuits of Behavior

\*Not available to biochemistry or science education majors.

**Honors Program in Biology**

The objective of the honors program in biology is to introduce gifted undergraduate majors to the methods of basic research in the biological sciences. For consideration a student must have a 3.25 average. At graduation a student who has a 3.25 cumulative average, a 3.5 average in biology courses, and who has completed an acceptable honors thesis will be eligible for honors in biology. In the senior year, participating students must complete an independent research project and present a written honors thesis. Following completion of these requirements, the biology department will recommend that the candidate be graduated with honors in biology.

**Science for Business****Requirements for the Minor**

(20 credits)

**Note:** A grade of "C" or better in each course is required for successful completion of the minor.

Course No.	Course Title	Credits
<b>Introductory Biology Course</b>		
<i>One course from the following:</i>		3
BIO-100	Life Science: Human Emphasis	
BIO-101	Life Science: Cell Biology and Genetics Emphasis	
BIO-106	Life Science: Human Disease Emphasis	
BIO-108	Life Science: The Biology of Human Aging	
BNS-107	Life Science: Behavioral Neuroscience	

**Introductory Chemistry Course**

CHE-115	Chemistry and Contemporary Society	3
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**Science as Business Course**

BIO-206	The Pharmaceutical Industry	3
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**Biology Electives**

*Any two courses with the following recommended:* 8

BIO-115	Principles of Biology: Evolution, Diversity, and Biology of Animals
BIO-117	Principles of Biology: Evolution, Diversity, and Biology of Cells
BIO-221	Human Anatomy and Physiology I
BIO-222	Human Anatomy and Physiology II
BIO-265	Genetics
BNS-118	Behavioral Neuroscience

**Health Care Business Course**

HTH-205	Introduction to the Health Care Sector
or	

BUS/HTH-315	Health Care Law, Ethics, and Policy
or	

ECO/HTH-336	Economics of the Health Care Sector	3
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**Note:** Courses with an HTH prefix will count as liberal arts courses for business students. The HTH-336 course is cross-listed with ECO-336. If the business student registers for the HTH designation, the course will count as a liberal arts course, and if the business student registers for ECO designation, the course will count as a business course.

**Behavioral Neuroscience****Requirements for the Major**

(51-54 credits)

**Note:** Students must earn a grade of "C" or better in BIO-115, BIO-117 and BNS-118 to meet their major requirements and before enrolling in upper-level courses for which these courses are prerequisites.

**Department of Biology Course Repeat Policy**

The following guidelines apply to courses offered by the Department of Biology. Students may repeat any biology (BIO) or behavioral neuroscience (BNS) course once without special permission. A course will be considered repeated if the student has previously earned a letter grade in the course, or if the student has previously withdrawn from the course during Withdrawal II or Withdrawal III. If a student wishes to retake a biology or behavioral neuroscience course a third time, written permission must be obtained from the departmental chair before the registrar will allow the student to enroll in that course.

Course No.	Course Title	Credits
<b>Biology</b>		
BIO-115	Principles of Biology: Evolution, Diversity, and Biology of Animals	
BIO-117	Principles of Biology: Evolution, Diversity, and Biology of Cells	

**Behavioral Neuroscience**

BNS-118	Behavioral Neuroscience	4
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BNS-415	Seminar in Behavioral Neuroscience	3
<i>Two courses from the following:</i>		8
BNS-310	Neurobiology	
BNS-360	Neurochemistry	
BNS-375	Neuroethology	

**Psychology**

PSY-100	Introduction to Psychology	
or		
BNS-107	Life Science: Behavioral Neuroscience	3

**Mathematics**

MTH-105	Algebra and Trigonometry	4
BNS-250	Biostatistics	
or		
ENV-200	Statistical and Computer Applications in the Natural Sciences	
or		
PSY-201	Statistics and Research Design	3-4

**Chemistry**

CHE-120	Principles of Chemistry	3
CHE-121	Principles of Chemistry Lab	1
CHE-122	Introduction to Chemical Systems	3
CHE-123	Quantitative Methods Lab	1

**Electives**

<i>Two courses from the following:</i>		6-8
BIO-265 or any BIO-300-level course with a lab		
Any PSY-200 or -300-level course		
One course from the following:		4
Any BCH-300-level course with a lab		
Any additional BNS-300-level course with a lab		
Any PSY-300-level course with a lab		

**Honors Program in Behavioral Neuroscience**

The objective of the honors program in behavioral neuroscience is to introduce gifted undergraduate majors to the methods of basic research in behavioral neuroscience. For consideration, a student must have a 3.25 average. At graduation, a student who has a 3.25 cumulative average, a 3.5 average in biology and behavioral neuroscience courses, and who has completed an acceptable honors thesis will be eligible for honors in behavioral neuroscience. In the senior year, participating students must complete an independent research project and present a written honors thesis. Following completion of these requirements, the behavioral neuroscience committee will recommend that the candidate be graduated with honors in behavioral neuroscience.

**Chemistry****Requirements for the Major**

(66 credits)

Course No.	Course Title	Credits
<b>Core Chemistry</b>		
CHE-120	Principles of Chemistry	3
CHE-121	Principles of Chemistry Laboratory	1
CHE-122	Introduction to Chemical Systems	3
CHE-123	Quantitative Methods Laboratory	1
CHE-211	Organic Chemistry I	4
CHE-214	Organic Chemistry II	4
CHE-250	Quantitative Analysis and Statistical Methods	4
CHE-305	Physical Chemistry I	3
CHE-315	Inorganic Chemistry	3
CHE-316	Inorganic Chemistry Laboratory	1
CHE-325	Physical Chemistry Laboratory	1
CHE-330	Instrumental Analysis Laboratory	2
BCH-325	Biochemistry I	3
<b>Mathematics</b>		
MTH-210, 211, 212	Calculus I, II, III	12
<b>Physics</b>		
PHY-200, 201	General Physics I, II	8
<b>Advanced Chemistry Courses</b>		
<i>Three courses from the following:</i>		
BCH-330	Biochemistry II	
BCH-425	Medicinal Chemistry	
CHE-306	Physical Chemistry II	
CHE-320	Polymer Chemistry	
CHE-400	Chemical Bonding	
CHE-415	Special Topics in Chemistry	
ENV-350	Principles of Environmental Toxicology	
*CHE-420 counts as one lab credit only.		
<b>Advanced Laboratory Courses</b>		
<i>Four lab credits from the following:</i>		
BCH-326	Biochemistry I Lab	
BCH-331	Biochemistry II Lab	
CHE-350	Advanced Organic Synthesis and Spectroscopy	
CHE-420	Physical Organic Chemistry*	
*CHE-420 counts as one lab credit only.		
<b>Requirements for the Minor</b>		
(24 credits)		
Course No.	Course Title	Credits
CHE-120	Principles of Chemistry	3
CHE-121	Principles of Chemistry Laboratory	1
CHE-122	Introduction to Chemical Systems	3

CHE-123	Quantitative Methods Laboratory	1	POL-267	Chinese Politics
CHE-211	Organic Chemistry I	4	POL-366	Communist Systems: Politics and Policies
<i>Twelve elective credits (including two labs) from the following:</i>				
Chemistry or biochemistry courses at the 200 level or above, six credits of which must be at the 300 level or above.				
At least one course must be taken in three of the five disciplines: organic chemistry, inorganic chemistry, biochemistry, physical chemistry and analytical chemistry		12	SOC-341	Developing Societies

\*Students who place out of CHI-200 must take CHI-201 and one additional Chinese language course at the 300 or 400 level. Students who place out of CHI-200 and CHI-201 must complete one Chinese language course at the 300 or 400 level.

### Honors Program in Chemistry

Students who seek departmental honors should indicate their intention in writing to the chairperson of the department of chemistry, biochemistry and physics before the end of their first semester in their senior year. For consideration of departmental honors, the student must have a 3.25 cumulative average and a 3.25 average in courses taken with the department of chemistry, biochemistry and physics. The students must also complete an acceptable honor thesis based upon independent research work done for credit. Before the end of classes in the student's final semester, the thesis must be turned in to the department chairperson in final form for examination by the entire department. Before the end of final exams, the student must orally defend the thesis before the members of the department of chemistry, biochemistry and physics. Departmental honors are conferred by the chairperson of the department upon recommendation of the entire department.

Study Abroad or domestic experience within a Chinese linguistic context or business environment—study, service-learning or internships—may meet some of the requirements upon consultation with the student's advisor. Students must take at least one course in the Chinese and Asian Area Studies Minor upon completion of Study Abroad or a domestic experience as described above.

Independent Research and Study courses and Baccalaureate Honors courses may be substituted in consultation with the Area Studies Program director.

## Chinese and Asian Area Studies

### Requirements for the Minor

(21 credits)

Course No.	Course Title	Credits
<b>Chinese Language*</b>		
CHI-200, 201	Chinese III, IV	3-6
<b>Gateway Course</b>		
CHI-310	Chinese Culture and Civilization	3
<b>Area-specific Courses</b>		
<i>Four or five courses from at least three disciplines and no more than two courses from any one discipline:</i>		
CHI-150	Chinese Culture and Basic Language for Business	12-15
CHI-300	Advanced Chinese Reading and Composition	
CHI-307	Images of Women in Chinese Film and Literature	
CHI-311	Calligraphy as a Window to Chinese Language and Culture	
COM-352	Chinese and American Intercultural Communication	
HIS-286	Modern East Asia	
HIS-341	China in Revolution	
HIS-342	Women in East Asia	
PHL-207	Asian Philosophy	
PHL-358	Chinese Philosophy	
POL-218	The Pacific Rim in the 21st Century	

## Communication and Journalism

### Requirements for the Departmental Core

(24 credits)

Course No.	Course Title	Credits
COM-104	Speech Communication	3
COM-105	Communication, Culture and Media	3
COM-107	Writing for the Media	
or		
COM-102	Introduction to News Reporting and Writing	3
COM-131	Fundamentals of Video	3
COM-264	Introduction to Media Convergence	3
COM-301	Communication Law	3
COM-302	Communication Ethics	3
COM-400	Senior Seminar in Communication	3

In addition to the departmental core (24 credits), which is required of all majors in the department, each student must complete the requirements for the specific major (an additional 24 credits). Students pursuing a degree in the Department of Communication and Journalism choose among the following majors: communication studies, digital media; film, television and radio, graphic design, journalism, public relations, and web design. Students may not carry a double major within the department.

**Note:** If a student receives a grade lower than "C" in a course required in a major or minor in the department, the student must repeat the course. Credit will only be awarded once for a course that is repeated. The student must also repeat the course before enrolling in any course for which it is a prerequisite.

### Requirements for the Communication Studies Major

(24 credits)

*Seven courses from the following, at least one at the 300 level or above:*

21

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>	<b>Requirements for the Graphic Design Major</b>		
COM-201	Communication Theory		(24 credits)		
COM-204	Advanced Speech		<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
COM-205	Theories of Persuasion		ART-103	Fundamentals of Drawing	
COM-220	Voice and Articulation		or		
COM-222	Group Communication		ART-105	Design	3
COM-240	Public Relations		COM-106	Writing for the Communication Professions	
COM-251	Interpersonal Communication		COM-212	Publication Design	3
COM-252	Intercultural Communication		COM-262	Graphic Imaging for Multimedia	3
COM-253	Organizational Communication		or		
COM-322	Argumentation and Debate		COM-361	Photography	3
COM-323	Oral Interpretation of Literature		COM-263	History and Principles of Graphic Design	3
COM-353	Nonverbal Communication		COM-360	Advanced Publication Design	3
COM-391	Communication Criticism		COM-366	Project Management in Graphic Design	3
COM-393	International Communication		COM-462	Advanced Graphic Design and Portfolio	3
COM-452	Contemporary Issues in Interpersonal Communication		<i>Recommended courses:</i>		
GND/COM-311	Gender and Communication		ART-120	Art and Society	
LAW-308	Conflict and Conflict Resolution		ART-204	Fundamentals of Painting	
<i>One course from the following:</i>		3	ART-230	Three-Dimensional Design	
COM-106	Writing for the Communication Professions		ART-304	Drawing II	
COM-233	Writing for Broadcast		ART-305	Intermediate Painting A-B-C	
<b>Requirements for the Digital Media: Film, Television and Radio Major</b>			ART-335	Printmaking	
(24 credits)			COM-261	Multimedia Production I: Interactive Design	
<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>	COM-262	Graphic Imaging for Multimedia	
COM-230	Radio and Television Communication	3	COM-361	Photography	
COM-234	Audio Production	3	COM-364	Multimedia Production II: Web Design	
COM-331	Television Production	3	COM-365	Graphic Animation	
COM-333	Broadcast Programming	3	COM-460	Multimedia Production III: Advanced Interactive Design	
COM-335	Television Field Production	3	<b>Requirements for the Journalism Major</b>		
<i>One course from the following:</i>		3	(24 credits)		
COM-106	Writing for the Communication Professions		<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
COM-233	Writing for Broadcast		COM-204	Advanced Speech	3
<i>One course from the following:</i>		3	COM-210	News Reporting and Writing	3
COM-431	Advanced Television Research and Production		COM-211	Copy Editing	3
COM-434	Advanced Radio Production		COM-212	Publication Design	3
<i>One course from the following:</i>		3	COM-215	Computer Assisted Reporting	3
COM-204	Advanced Speech		COM-316	Feature Writing	3
COM-205	Theories of Persuasion		COM-415	In-Depth Reporting	3
COM-240	Public Relations		<i>One course from the following:</i>		
COM-253	Organizational Communication		COM-201	Communication Theory	3
COM-261	Multimedia Production I: Interactive Design		COM-205	Theories of Persuasion	
COM-262	Graphic Imaging for Multimedia		COM-233	Writing for Broadcast	
COM-291	Documentary Film and Video		COM-234	Audio Production	
COM-361	Photography		COM-240	Public Relations	
COM-363	Converging Digital Media		COM-253	Organizational Communication	
COM-365	Graphic Animation		COM-261	Multimedia Production I: Interactive Design	
COM-380	TV Production Practicum		COM-360	Advanced Publication Design and Presentation	
			COM-361	Photography	
			COM-393	International Communication	

**Requirements for the Public Relations Major**

(24 credits)

Course No.	Course Title	Credits
COM-204	Advanced Speech	3
COM-212	Publication Design	3
COM-240	Public Relations	3
COM-316	Feature Writing	3
COM-341	Publicity Methods and Organizations	3
COM-440	Cases and Campaigns in Public Relations	3
<i>Two courses from the following:</i>		6
COM-131	Fundamentals of Video Production	
COM-201	Communication Theory	
COM-205	Theories of Persuasion	
COM-210	News Reporting and Writing	
COM-211	Copy Editing	
COM-215	Computer Assisted Reporting	
COM-233	Writing for Broadcast	
COM-253	Organizational Communication	
COM-261	Multimedia Production I: Interactive Design	
COM-347	Sports Media Relations	
COM-360	Advanced Publication Design	
COM-393	International Communication	
MKT-200	Marketing Principles	
ADV-200	Advertising Principles	

**Requirements for the Web Design Major**

(24 credits)

Course No.	Course Title	Credits
COM-106	Writing for the Communication Professions	
COM-212	Publication Design	3
COM-261	Multimedia Production I: Interactive Design	3
COM-360	Advanced Publication Design and Presentation	3
COM-364	Multimedia Production II: Web Design	3
COM-460	Multimedia Production III: Advanced Interactive Design	3
<i>Two courses from the following:</i>		6
COM-131	Fundamentals of Video Production	
COM-201	Communication Theory	
COM-204	Advanced Speech	
COM-205	Theories of Persuasion	
COM-234	Audio Production	
COM-253	Organizational Communication	
COM-262	Graphic Imaging for Multimedia	
COM-331	Television Production	
COM-361	Photography	
COM-363	Converging Digital Media	
COM-365	Graphic Animation	
ADV-311	Advertising Copy and Layout	
CIS-185	Information Systems Essentials	
CIS-195	Internet Applications Development	
CIS-340	Electronic Commerce	

**Requirements for Minors in  
Communication and Journalism**

**Note:** Communication and journalism majors may declare only one minor in the department. No more than two courses may be used to meet the requirements for both a major and a minor in the department. (Exception: If a student elects either the Advertising or Event Planning and Production minor, then three courses may be used to meet the requirements for both the major and that minor in the department.)

**Communication Studies Minor**

(21 credits)

Course No.	Course Title	Credits
<i>Seven courses from the following at least one at the 300 level or above:</i>		
COM-104	Speech Communication	
COM-201	Communication Theory	
COM-204	Advanced Speech	
COM-205	Theories of Persuasion	
COM-220	Voice and Articulation	
COM-222	Group Communication	
COM-240	Public Relations	
COM-251	Interpersonal Communication	
COM-252	Intercultural Communication	
COM-322	Argumentation and Debate	
COM-323	Oral Interpretation of Literature	
COM-353	Nonverbal Communication	
COM-391	Communication Criticism	
COM-393	International Communication	
COM-452	Contemporary Issues in Interpersonal Communication	

**Digital Media: Film, Television and Radio Minor**

(21 credits)

Course No.	Course Title	Credits
COM-104	Speech Communication	3
COM-230	Radio and Television Communication	3
COM-233	Writing for Broadcast	3
COM-234	Audio Production	3
COM-331	Television Production	3
COM-333	Broadcast Programming	3
COM-431	Advanced Television Research and Production	3

**Graphic Design Minor**

(21 credits)

Course No.	Course Title	Credits
ART-103	Fundamentals of Drawing	
or		
ART-105	Design	3
COM-212	Publication Design	3
COM-262	Graphic Imaging for Multimedia	3
or		
COM-361	Photography	

COM-263	History and Principles of Graphic Design	3	CIS-340	Electronic Commerce
COM-360	Advanced Publication Design	3		<b>Requirements for the Event Planning and Production Minor</b>
COM-366	Project Management in Graphic Design	3		
COM-462	Advanced Graphic Design and Portfolio	3	(27 credits)	

**Journalism Minor**

(21 credits)

Course No.	Course Title	Credits
COM-102	Introduction to News Writing	3
COM-210	News Reporting and Writing	3
COM-211	Copy Editing	3
COM-212	Publication Design	3
COM-215	Computer Assisted Reporting	3
COM-316	Feature Writing	3
COM-415	In-Depth Reporting	3

**Public Relations Minor**

(21 credits)

Course No.	Course Title	Credits
COM-104	Speech Communication	3
COM-107	Writing for the Media	3
COM-212	Publication Design	3
COM-240	Public Relations	3
COM-316	Feature Writing	3
COM-341	Publicity Methods in Organizations	3
COM-440	Cases and Campaigns in Public Relations	3

**Web Design Minor**

(21 credits)

Course No.	Course Title	Credits
COM-212	Publication Design	3
COM-261	Multimedia Production I: Interactive Design	3
COM-360	Advanced Publication Design and Presentation	3
COM-364	Multimedia Production II: Web Design	3
COM-460	Multimedia Production III: Advanced Interactive Design	3

*Two courses from the following:*

COM-131	Fundamentals of Video Production	6
COM-201	Communication Theory	
COM-204	Advanced Speech	
COM-205	Theories of Persuasion	
COM-234	Audio Production	
COM-253	Organizational Communication	
COM-262	Graphic Imaging for Multimedia	
COM-331	Television Production	
COM-361	Photography	
COM-363	Converging Digital Media	
COM-365	Graphic Animation	
ADV-311	Advertising Copy and Layout	
CIS-185	Information Systems Essentials	
CIS-195	Internet Applications Development	

Course No.	Course Title	Credits
COM-107	Writing for the Media	3
COM-240	Public Relations	3
COM-261	Multimedia Production I: Interactive Design	
or		
MGT-310	Introduction to Human Resource Management	3
COM-280	Issues in Event Planning	3
COM-341	Publicity Methods in Organizations	3
MGT-201	Fundamentals of Management and Organizational Behavior	3
MKT-200	Marketing Principles	3
MKT-320	Consumer Behavior	3
MKT-360	Services Marketing	3

*Additional recommended courses:*

CBA-110	Introduction to Business
COM-105	Communication, Culture and Media
COM-440	Cases and Campaigns in Public Relations
ECO-200	Principles of Macroeconomics
PSY-100	Introduction to Psychology

**Requirements for the Advertising Minor**

(30 credits)

The College of Business Administration offers a minor in advertising available to communication and journalism majors.

Course No.	Course Title	Credits
COM-105	Communication, Culture and Media	3
COM-212	Publication Design	3
COM-240	Public Relations	3
COM-360	Advanced Publication Design	3
MKT-200	Marketing Principles	3
MKT-320	Consumer Behavior	3
ADV-200	Advertising Principles	3
ADV-311	Advertising Copy and Layout	3
ADV-315	Media Planning and Strategy	3
ADV-435	Advertising Campaigns	3

**Note:** Students must achieve a minimum GPA of 2.0 in the minor with no grade lower than a "C-".

**Honors Program in Communication and Journalism**

The department faculty will identify superior second semester sophomores and/or first semester juniors to participate in an individualized course of study leading to graduation with honors. Such students must have attained a cumulative average of 3.5 or higher and be recommended by a faculty member. In consultation with a faculty member, the student will form a thesis/project committee of two additional communication faculty members. The honors thesis/project can extend over a maximum of three semesters (3 credits per semester): one semes-

ter of supervised readings, one of proposal development and writing, one semester of carrying out the project. (This may be collapsed into two semesters of 3 credits each.)

Honors students enroll in COM-490 Independent Research and Study during each semester of the project. Honors students may be waived from COM-400 Senior Seminar. All honors theses/projects must be presented in a public forum to be arranged by the faculty. Honors students must maintain a cumulative average of 3.3 and a 3.5 average in the major.

## Economics

### Requirements for the Major

(39 credits)

Course No.	Course Title	Credits
<b>Economics</b>		
ECO-200	Principles of Macroeconomics	3
ECO-201	Principles of Microeconomics	3
ECO-210	Intermediate Macroeconomics	3
ECO-211	Intermediate Microeconomics	3
	Six economics electives	18
<b>Mathematics, Computer Information Systems, or Management Sciences</b>		
CIS-185	Introduction to Computing	3
MTH-120	Introduction to Applied Statistics or	
MSD-200, 201	Statistical Methods I, II	6

For graduation, the student must achieve a 2.0 cumulative average in all courses in the major, with no grade less than a "C-".

### Requirements for the Minor

(18 credits)

Course No.	Course Title	Credits
ECO-200	Principles of Macroeconomics	3
ECO-201	Principles of Microeconomics	3
Four economics courses, three of which must be at the 300-level or above		12

## English

### Requirements for the Major

**Note:** All declared English majors and minors must take the departmental gateway courses as prerequisites to upper-level major courses. The gateway courses should be taken in the sophomore year. All transfers into the major must take the gateway courses in the first two semesters after their transfer. (Transfer students may take the gateway courses concurrently with upper-level major courses.)

Majors and minors must receive a "C-" or above in each of the gateway courses to continue in the major. Those who receive a "C" or "C-" in any gateway course must meet with the individual professor teaching that course to discuss their academic progress. Majors and minors who receive a "D" or below in any gateway course must repeat the course

and meet with the professor teaching that course. Gateway courses may be repeated only once in order to achieve a grade of "C-" or above. (The repeated course may be taken concurrently with other major courses.)

### Requirements for the Literature Concentration

(36 credits)

Course No.	Course Title	Credits
<b>Gateway Courses</b>		
ENG-240	Methods of Literary Analysis	3
ENG-250	Literary History I	3
ENG-251	Literary History II*	3
<b>Literature I Courses</b>		
<i>Two courses from the following:</i>		
ENG-331	Medieval Literature	6
ENG-333	16th-Century Literature	
ENG-335	17th-Century Literature	
ENG-340	Restoration and 18th-Century Literature	
ENG-345	Romantic Literature, 1780–1830	
ENG-411	History of the English Language*	
<b>Literature II Courses</b>		
<i>Two courses from the following:</i>		
ENG-346	Victorian Literature, 1830–1900	6
ENG-347	20th-Century British Literature	
ENG-348	Contemporary British Literature	
ENG-351	19th-Century American Literature	
ENG-352	20th-Century American Literature	
ENG-353	Contemporary American Literature	
<b>Genre/Writing Courses</b>		
<i>Two courses from the following:</i>		
ENG-206	Introduction to Creative Writing	6
ENG-303	Creative Writing: Poetry	
ENG-304	Creative Writing: Fiction	
ENG-305	Creative Writing: Nonfiction	
ENG-311	Creative Writing: Playwriting	
ENG-313	Creative Writing: Experimental Writing	
ENG-315	Topics in Specialized Writing	
ENG-316	Theories of Writing and Tutoring	
ENG-321	Workplace Writing: Business and Professional Contexts	
ENG-322	Workplace Writing: Grant Proposals, Fundraising and Development	
ENG-323	Workplace Writing: Reviewing and Publishing	
ENG-324	Workplace Writing: Online Contexts	
ENG-336	Grammar and Style	
ENG-362	The Novel	
ENG-363	The Drama	
ENG-364	The Poem	
ENG-365	Short Fiction	
ENG-381	Studies in Film Genre	

ENG-384	Film Adaptation	ENG-311	Creative Writing: Playwriting
ENG-405	Advanced Prose Style	ENG-313	Creative Writing: Experimental Writing
ENG-407	Advanced Workplace Writing	ENG-315	Topics in Specialized Writing
<b>Seminar I Courses</b>			
	<i>One course from the following:</i>	3	ENG-316 Theories of Writing and Tutoring
ENG-425	Seminar in Shakespeare	ENG-321	Workplace Writing: Business and Professional Contexts
ENG-435	Seminar in Milton	ENG-322	Workplace Writing: Grant Proposals, Fundraising and Development
ENG-455	Seminar in Chaucer	ENG-323	Workplace Writing: Reviewing and Publishing
<b>Seminar II Courses</b>			
	<i>One course from the following:</i>	3	ENG-324 Workplace Writing: Online Contexts
ENG-441	Seminar in American Literature	ENG-336	Grammar and Style
ENG-443	Seminar in Literary Modernism	ENG-362	The Novel
ENG-445	Seminar in Black and Multi-Ethnic Literature*	ENG-363	The Drama
ENG-447	Global Literature*	ENG-364	The Poem
One additional course at the 300-level or above		ENG-365	Short Fiction
*Secondary education and English double majors are advised to select ENG-411, ENG-445, and ENG-447.			
ENG-381	Studies in Film Genre	ENG-381	Studies in Film Genre
ENG-384	Film Adaptation	ENG-384	Film Adaptation
ENG-405	Advanced Prose Style	ENG-405	Advanced Prose Style
ENG-407	Advanced Workplace Writing	ENG-407	Advanced Workplace Writing

### Requirements for the Minor with a Concentration in Literature

(21 credits)

Course No.	Course Title	Credits
ENG-240	Methods of Literary Analysis	3
ENG-250	Literary History I	3
ENG-251	Literary History II	3

#### Gateway Courses

ENG-240	Methods of Literary Analysis	3
ENG-250	Literary History I	3
ENG-251	Literary History II	3

#### Literature I Courses

	<i>One course from the following (no more than two in one century):</i>	3
ENG-331	Medieval Literature	
ENG-333	16th-Century Literature	
ENG-335	17th-Century Literature	
ENG-340	Restoration and 18th-Century Literature	
ENG-345	Romantic Literature, 1780–1830	
ENG-411	History of the English Language	

#### Literature II Courses

	<i>One course from the following:</i>	3
ENG-346	Victorian Literature, 1830–1900	
ENG-347	20th-Century British Literature	
ENG-348	Contemporary British Literature	
ENG-351	19th-Century American Literature	
ENG-352	20th-Century American Literature	
ENG-353	Contemporary American Literature	

#### Genre/Writing Courses

	<i>One course from the following:</i>	3
ENG-206	Introduction to Creative Writing	
ENG-303	Creative Writing: Poetry	
ENG-304	Creative Writing: Fiction	
ENG-305	Creative Writing: Nonfiction	

ENG-311	Creative Writing: Playwriting
ENG-313	Creative Writing: Experimental Writing
ENG-315	Topics in Specialized Writing
ENG-316	Theories of Writing and Tutoring
ENG-321	Workplace Writing: Business and Professional Contexts
ENG-322	Workplace Writing: Grant Proposals, Fundraising and Development
ENG-323	Workplace Writing: Reviewing and Publishing
ENG-324	Workplace Writing: Online Contexts
ENG-336	Grammar and Style
ENG-362	The Novel
ENG-363	The Drama
ENG-364	The Poem
ENG-365	Short Fiction
ENG-381	Studies in Film Genre
ENG-384	Film Adaptation
ENG-405	Advanced Prose Style
ENG-407	Advanced Workplace Writing

#### Seminar Courses

	<i>One course from the following:</i>	3
ENG-425	Seminar in Shakespeare	
ENG-435	Seminar in Milton	
ENG-441	Seminar in American Literature	
ENG-443	Seminar in Literary Modernism	
ENG-445	Seminar in Black and Multi-Ethnic Literature	
ENG-447	Global Literature	
ENG-455	Seminar in Chaucer	

### Requirements for the Writing Concentration

(36 credits)

Course No.	Course Title	Credits
<b>Gateway Courses</b>		
ENG-206	Introduction to Creative Writing	3
ENG-240	Methods of Literary Analysis	3
ENG-250	Literary History I	3
ENG-251	Literary History II	3

#### Literature I Courses

	<i>One course from the following:</i>	3
ENG-331	Medieval Literature	
ENG-333	16th-Century Literature	
ENG-335	17th-Century Literature	
ENG-340	Restoration and 18th-Century Literature	
ENG-345	Romantic Literature, 1780–1830	

#### Literature II Courses

	<i>One course from the following:</i>	3
ENG-346	Victorian Literature, 1830–1900	
ENG-347	20th-Century British Literature	
ENG-348	Contemporary British Literature	

ENG-351	19th-Century American Literature
ENG-352	20th-Century American Literature
ENG-353	Contemporary American Literature

**Genre/Seminar Courses***One course from the following:*

ENG-362	The Novel	3
ENG-363	The Drama	
ENG-364	The Poem	
ENG-365	Short Fiction	
ENG-381	Studies in Film Genre	
ENG-384	Film Adaptation	
ENG-411	History of the English Language*	
ENG-425	Seminar in Shakespeare	
ENG-435	Seminar in Milton	
ENG-441	Seminar in American Literature	
ENG-443	Seminar in Literary Modernism	
ENG-445	Seminar in Black and Multi-Ethnic Literature*	
ENG-447	Global Literature*	
ENG-455	Seminar in Chaucer	

*Five courses from any of the following groups:***Requirements for the Minor  
with a Concentration in Writing**

(21 credits)

Course No.	Course Title	Credits
ENG-206	Introduction to Creative Writing	3
ENG-250	Literary History I	3
ENG-251	Literary History II	3

**Literature/Genre Courses***One course from the following:*

ENG-331	Medieval Literature	3
ENG-333	16th-Century Literature	
ENG-335	17th-Century Literature	
ENG-340	Restoration and 18th-Century Literature	
ENG-345	Romantic Literature, 1780–1830	
ENG-346	Victorian Literature, 1830–1900	
ENG-347	20th-Century British Literature	
ENG-348	Contemporary British Literature	
ENG-351	19th-Century American Literature	
ENG-352	20th-Century American Literature	
ENG-353	Contemporary American Literature	
ENG-362	The Novel	
ENG-363	The Drama	
ENG-364	The Poem	
ENG-365	Short Fiction	
ENG-411	History of the English Language	

*Three courses from any of the following groups:***Creative Writing**

ENG-303	Creative Writing: Poetry
ENG-304	Creative Writing: Fiction
ENG-305	Creative Writing: Nonfiction
ENG-311	Creative Writing: Playwriting
ENG-312	Creative Writing: Screenwriting
ENG-313	Creative Writing: Experimental Writing
ENG-400	Advanced Creative Writing

**Specialized Writing and Rhetoric**

ENG-315	Topics in Specialized Writing
ENG-316	Theories of Writing and Tutoring
ENG-336	Grammar and Style
ENG-405	Advanced Prose Style

**Workplace Writing**

ENG-321	Workplace Writing: Business and Professional Contexts
ENG-322	Workplace Writing: Grant Proposals, Fundraising and Development
ENG-323	Workplace Writing: Reviewing and Publishing
ENG-324	Workplace Writing: Online Contexts
ENG-407	Advanced Workplace Writing
ENG-491	Internship in Writing and Publishing

\*Secondary education and English double majors are advised to select ENG-411, ENG-445 and ENG-447.

ENG-303	Creative Writing: Poetry
ENG-304	Creative Writing: Fiction
ENG-305	Creative Writing: Nonfiction
ENG-311	Creative Writing: Playwriting
ENG-312	Creative Writing: Screenwriting
ENG-313	Creative Writing: Experimental Writing
ENG-400	Advanced Creative Writing

**Specialized Writing and Rhetoric**

ENG-315	Topics in Specialized Writing
ENG-316	Theories of Writing and Tutoring
ENG-336	Grammar and Style
ENG-405	Advanced Prose Style

**Workplace Writing**

ENG-321	Workplace Writing: Business and Professional Contexts
ENG-322	Workplace Writing: Grant Proposals, Fundraising, and Development
ENG-323	Workplace Writing: Reviewing and Publishing
ENG-324	Workplace Writing: Online Contexts
ENG-407	Advanced Workplace Writing
ENG-491	Internship in Writing and Publishing

**Requirements for the Cinema Studies Concentration**

(36 credits)

**Course No.**    **Course Title**    **Credits****Gateway Courses**

ENG-250	Literary History I	3
ENG-251	Literary History II	3
ENG-284	Language of Film Analysis	3

**Literature I Courses**

<i>One course from the following:</i>		3
ENG-331	Medieval Literature	
ENG-333	16th-Century Literature	
ENG-335	17th-Century Literature	
ENG-340	Restoration and 18th-Century Literature	
ENG-345	Romantic Literature, 1780–1830	
ENG-411	History of the English Language	

**Literature II Courses**

<i>One course from the following:</i>		3
ENG-346	Victorian Literature, 1830–1900	
ENG-347	20th-Century British Literature	
ENG-348	Contemporary British Literature	
ENG-351	19th-Century American Literature	
ENG-352	20th-Century American Literature	
ENG-353	Contemporary American Literature	

**Genre/Writing Courses**

<i>One course from the following:</i>		3
ENG-312	Creative Writing: Screenwriting	
ENG-322	Workplace Writing: Grant Proposals, Fundraising and Development	
ENG-323	Workplace Writing: Reviewing and Publishing	
ENG-336	Grammar and Style	
ENG-362	The Novel	
ENG-363	The Drama	
ENG-365	Short Fiction	
ENG-381	Studies in Film Genre	
ENG-384	Film Adaptation	

**Seminar Courses**

<i>One course from the following:</i>		3
ENG-425	Seminar in Shakespeare	
ENG-435	Seminar in Milton	
ENG-441	Seminar in American Literature	
ENG-443	Seminar in Literary Modernism	
ENG-445	Seminar in Black and Multi-Ethnic Literature	
ENG-447	Global Literature	
ENG-455	Seminar in Chaucer	

**Cinema Studies Courses***Five courses from the following at least three of which must be ENG cinema courses:*

AMS-214	Special Topics in American Studies: The Films of Stanley Kubrick**	
AMS-214	Special Topics in American Studies: New York Film Directors: Allen, Scorsese, Lee**	
AMS-214	Special Topics in American Studies: Steven Spielberg in America**	
AMS-214	Special Topics in American Studies: American Gothic**	
AMS-215	Alfred Hitchcock in America	
COM-291	Documentary Film and Video	
ENG-381	Studies of Film Genre	
ENG-382	Comparative Film Directors	
ENG-383	Global Cinemas	
ENG-384	Film Adaptation	
ENG-484	Seminar in Cinema Studies	
FMS-250/		
ENG-281	Global Film History: Origins-1960	
FMS-251/		
ENG-282	Global Film History: 1961-Present	
FMS-252/		
ENG-285	American Film History: Origins-1960	
FMS-253/		
ENG-286	American Film History: 1961-Present	
FRE-422	Cultural Expression in French Film and Television	
GER-307	German Literature and Film (knowledge of German language required)	
GLS-310	Ethnographic Film	
LAW-204	Law, Literature, and Film in America	
LAW-395	Special Topics in Law and Justice: Women Lawyers in Film**	
MUS-309	Film Music	
POL-306	Political Film	
PSY-375	Psychology and Film	
SPA-412	Hispanic Theater and Film (knowledge of Spanish language required)	
SPA-426	Latin-American/Latino Film and Fiction	
*Secondary Education and English Cinema Studies double majors are advised to select ENG-411, ENG-445, and ENG-447.		
**Special Topics courses that may be approved by the Department of English to fulfill course requirements within the concentration.		
<b>Requirements for the Minor with a Concentration in Cinema Studies</b>		
(21 credits)		
<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
ENG-250	Literary History I	3
ENG-251	Literary History II	3
ENG-284	Language of Film Analysis	3
<b>Literature Courses</b>		
<i>One course from the following:</i>		3
ENG-331	Medieval Literature	
ENG-333	16th-Century Literature	

ENG-335	17th-Century Literature
ENG-340	Restoration and 18th-Century Literature
ENG-345	Romantic Literature, 1780–1830
ENG-346	Victorian Literature, 1830–1900
ENG-347	20th-Century British Literature
ENG-348	Contemporary British Literature
ENG-351	19th-Century American Literature
ENG-352	20th-Century American Literature
ENG-353	Contemporary American Literature
ENG-411	History of the English Language

**Genre/Seminar Courses***One course from the following:*

ENG-336	Grammar and Style
ENG-362	The Novel
ENG-363	The Drama
ENG-365	Short Fiction
ENG-381	Studies in Film Genre
ENG-384	Film Adaptation
ENG-484	Seminar in Cinema Studies

**Cinema Studies Courses***Two courses from the following:*

ENG-381	Studies in Film Genre
ENG-382	Comparative Film Directors
ENG-383	Global Cinemas
ENG-384	Film Adaptation
ENG-484	Seminar in Cinema Studies

*May take additional courses from the following:*

AMS-214	Special Topics in American Studies: The Films of Stanley Kubrick*
AMS-214	Special Topics in American Studies: New York Film Directors: Allen, Scorsese, Lee**
AMS-214	Special Topics in American Studies: Steven Spielberg in America*
AMS-214	Special Topics in American Studies: American Gothic*
AMS-215	Alfred Hitchcock in America
COM-291	Documentary Film and Video
FRE-422	Cultural Expression in French Film and Television

GER-307	German Literature and Film (knowledge of German language required)
GLS-310	Ethnographic Film
LAW-204	Law, Literature, and Film in America
LAW-395	Special Topics in Law and Justice: Women Lawyers in Film**
MUS-309	Film Music
POL-306	Political Film
PSY-375	Psychology and Film
SPA-412	Hispanic Theater and Film (knowledge of Spanish language required)
SPA-496	Latin-American/Latino Film and Fiction

\*Special Topics that may be approved by the Department of English to fulfill course requirements within the concentration.

**Requirements for the Advertising Minor**

(27 credits)

The College of Business Administration offers a minor in advertising available to English majors.

Course No.	Course Title	Credits
COM-212	Publication Design	
or		
CIS-260	Business Graphics	3
MKT-200	Marketing Principles	3
MKT-320	Consumer Behavior	3
ADV-200	Advertising Principles	3
ADV-311	Advertising Copy and Layout	3
ADV-370	Interactive Advertising	3
ADV-435	Advertising Campaigns	3
ENG-321	Workplace Writing: Business and Professional Contexts	3
or		
ENG-324	Workplace Writing: Online Contexts	3
One course from the following:		3
ENG-304	Creative Writing: Fiction	
ENG-305	Creative Writing: Nonfiction	
ENG-311	Creative Writing: Playwriting	
ENG-312	Creative Writing: Screen Writing	
ENG-322	Workplace Writing: Grant Proposals, Fundraising and Development	
ENG-323	Workplace Writing: Reviewing and Publishing	

Students must achieve a minimum GPA of 2.0 in the minor with no grade lower than a "C-".

**Honors Program in English**

Qualified majors may apply for honors in their senior year. A student must have a 3.25 cumulative average and a 3.5 average in English. Upon approval from the department of English, a candidate for honors enrolls in ENG-497 Advanced Study, writes a thesis, and submits it for departmental approval. The student must achieve a course grade of "B+" or better to be graduated with honors in English.

**European Area Studies****Requirements for the Minor**

(21 credits)

Course No.	Course Title	Credits
<b>European Language*</b>		
One or two courses in the same language:		3–6
FRE-200, 201	French III, IV*	
GER-200, 201	German III, IV*	
ITA-200, 201	Italian III, IV	
RUS-200, 201	Russian III, IV*	

SPA-200, 201	Spanish III, IV*		PHL-402	Nietzsche and Nihilism
<b>Gateway Course</b>				
EUR-250	Introduction to European Studies	3	PHL-404	The Philosophy of Wittgenstein
<b>Area-specific Courses**</b>				
<i>Four or five courses from at least three categories:</i>		12–15	PHL-406	The Philosophy of David Hume
<b>Arts</b>				
ART-209	Art of the Baroque		POL-225	Nationalism in World Politics
ART-303	19th-Century Art		POL-239	Political Thinkers and Political Thought
DAN-105	Survey of Dance History		POL-255	European Politics
DAN-350	History of Ballet, Modern and Jazz Dance		POL-340	Modern Democracy and Its Critics
ENG-484	Seminar in Cinema Studies		POL-342	Freedom and Authority
MUS-207	Masterworks in Music		SOC-225	Population Study
MUS-209	Great Composers		SOC-271	Europe
MUS-300	Beethoven and the Romantic Age		SOC-308	Cities and Suburbs
MUS-303	Music Literature: Baroque Era		SOC-309	Peasant Society
MUS-312	The Arts Abroad		SOC-311	Social and Cultural Change
MUS-495	Selected Topics in Music: The Beatles		SOC-314	Social Theory
THE-312	The Arts Abroad		SOC-315	Issues in Modern Social Theory
<b>History</b>			SOC-340	Power and Politics
HIS-190	Europe to 1715		SOC-350	Social Policy
HIS-191	Europe since 1715		<b>Literature, Film and Culture</b>	
HIS-245	Britain to 1688		ENG-217	Introduction to Shakespeare
HIS-246	Modern Britain		ENG-250	Literary History I
HIS-248	History of Ireland		ENG-251	Literary History II
HIS-249	Women in Europe from Antiquity to the French Revolution		ENG-331	Medieval Literature
HIS-273	Imperial Russia		ENG-333	16th-Century Literature
HIS-274	Modern Russia		ENG-335	17th-Century Literature
HIS-243	Italy from the Middle Ages to the Present		ENG-340	Restoration and 18th-Century Literature
HIS-336	Modern European Intellectual History		ENG-345	Romantic Literature, 1780-1830
HIS-352	History of Socialism		ENG-346	Victorian Literature, 1830-1900
HIS-241	History of Ancient Rome		ENG-347	20th-Century British Literature
HIS-320	The History of Christianity		ENG-348	Contemporary British Literature
HIS-325	Church and Society in Medieval Europe		ENG-411	History of the English Language
HIS-326	Renaissance and Reformation		ENG-425	Seminar in Shakespeare
HIS-333	20th-Century Europe		ENG-435	Seminar in Milton
<b>Philosophy and Social Science</b>			FRE-311	French Culture
ECO-315	Comparative Economic Systems		FRE-422	Cultural Expression in French Film and Television
ECO-365	The Post-Soviet Economy and U.S. Business		FRE-425	The Portrait of the Hero in French Fiction
IND-210	Global Encounters: A Cultural Experience by Travel in Europe		FRE-430	Mask and Reality in French Theater
IND-401	Seminar in Russian Area Studies		GER-300	Composition and Conversation
INT-314	Study Abroad		GER-301	German for Business
PHL-226	The Limits of Reason: 19th-Century Continental Philosophy		GER-305	Introduction to German Literature
PHL-250	Political Philosophy		GER-307	German Literature and Film
PHL-305	Philosophy of Religion		GER-310	German Culture
PHL-310	Problems in 20th-Century Philosophy		GER-425	Self and Society in German Short Fiction
PHL-315	Existentialism		GER-430	Modern German Drama
			LIT-310	Russian Literature from 988 to 1850
			LIT-311	Russian Literature from 1850 to 1917
			LIT-312	20th-Century Russian Literature
			LIT-315	Tolstoy
			LIT-317	Dostoevsky
			LIT-330	Russian Culture
			SPA-305	Cervantes
			SPA-310	Spanish Culture and Civilization

SPA-320	Introduction to Spanish Literature
SPA-325	Introduction to Latin-American/Latino Literature
SPA-403	Medieval Literature
SPA-412	Hispanic Theater and Film
SPA-413	The Hispanic Short Story: The Transatlantic Connections
SPA-415	The Spanish Renaissance
SPA-416	The Spanish Golden Age

\*\*Students who place out of foreign language 200 must take foreign language 201 and one additional foreign language course at the 300 or 400 level. Students who place out of foreign language 200 and foreign language 201 must complete one foreign language course at the 300 or 400 level.

\*\*Foreign language majors and minors may only take one area-specific course from their major or minor program.

Student Abroad or domestic experience within a European linguistic context or business environment—study, service-learning or internships—may meet some of the requirements upon consultation with the student's advisor. Students must take at least one course in the European Area Studies Minor upon completion of Study Abroad or a domestic experience as described above.

Independent Research and Study courses and Baccalaureate Honors courses may be substituted in consultation with the Area Studies Program director.

## Film and Media Studies

### Requirements for the Minor

(21 credits)

The required Foundation Course, ENG/FMS 284, should be taken early in the minor. Choose two Film and Media Studies courses, along with at least one course from other groups, and no more than two courses from Technical Aspects:

21

Course No.	Course Title	Credits
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#### Foundation Course

ENG/FMS-284	Language of Film Analysis Film and Media Studies
FMS-250	Global Film History: Origins-1960
FMS-251	Global Film History: 1961-Present
FMS-252	American Film History: Origins-1960
FMS-253	American Film History: 1961-Present
FMS-260	Great Performances on Film
FMS-286	Writing Short Screenplays for Digital Cinema
FMS-300	Special Topics in Film and Media Studies
FMS-340	Film and Media Audiences
FMS-342	Artists of the Cinema

#### Theory, History and Aesthetics

AMS-214*	Special Topics in American Studies: The Films of Stanley Kubrick
AMS-214*	Special Topics in American Studies: New York Directors: Allen, Scorsese, and Lee

AMS-214*	Special Topics in American Studies: Steven Spielberg in America
AMS-215	Alfred Hitchcock in America
ENG-381	Studies in Film Genre
ENG-382	Comparative Film Directors
ENG-383	Global Cinemas
ENG-384	Film Adaptation
ENG-484	Seminar in Cinema Studies
GER-307†	German Literature and Film
MUS-309	Film Music

#### Film, Media and Culture

COM-291	Documentary Film and Video
COM-328	Sitcoms and American Culture
FRE-422†	Cultural Expression in French Film and Television
GLS-310	Ethnographic Film
LAW-204	Law, Literature, and Film in America
LAW-395*	Special Topics: Female Lawyers in Film
LAW-305	Crime and Justice in the Media
LIT-322	German Literature and Film in English Translation
POL-306	Political Film
PSY-375	Psychology and Film
SOC-252	Media, Culture and Society
SPA-412†	Hispanic Theater and Film
SPA-426†	Latin-American/Latino Film and Fiction

#### Technical Aspects

COM-131	Fundamentals of Video Production
COM-234	Audio Production
COM-235	Digital Filmmaking
COM-331	Television Production
ENG-312	Creative Writing: Screenwriting
THE-200	Acting for the Camera

Students must complete a minimum of FIVE (5) of the seven Film and Media Studies Program courses uniquely counted toward the 21-credit minor. In other words, no more than TWO (2) courses counting toward the 21-credit FMS minor can be used toward major or minor requirements in other areas, whether in English, Communication, American Studies, Law and Justice, Languages, Literatures and Cultures, etc.

\*Examples of Special Topics courses that could be approved to fulfill the above categories.

†These courses require a proficiency in a foreign language.

## Fine Arts

For Fine Arts concentrations in Art, Dance, Music, or Theater, refer to The School of Fine and Performing Arts.

## Languages, Literatures and Cultures

**Note:** Students must receive a grade of "C" or better in courses required for the major or minor in the department. If a student receives a grade lower than "C" in a required course, the student must meet with his/her academic advisor to discuss the appropriate action that must be taken to remedy the situation.

### Requirements for the Chinese Minor

(18 credits)

Course No.	Course Title	Credits
Chinese		
CHI-101*	Chinese II	3
CHI-200*	Chinese III	3
CHI-201*	Chinese IV	3
<i>Plus three courses from the following:</i>		
CHI-300	Advanced Chinese Reading and Composition	3
CHI-307	Images of Women in Chinese Literature and Film	3
CHI-310	Chinese Culture and Civilization	3
CHI-311	Calligraphy as Window to Chinese Language and Culture	3
CHI-490	Independent Research and Study	

\*If original placement test is above these courses, 300- or 400- level courses may be taken instead.

Some of the requirements for the minor may be met by the Study Abroad by agreement with the department. Students must enroll in at least one upper level course upon completion of a study abroad program.

### Requirements for the French Major

(24 credits beyond French IV and  
12 credits in collateral liberal arts courses)

Course No.	Course Title	Credits
<b>French</b>		
FRE-305	An Introduction to French Literature	3
<i>Seven courses from the following:</i>		
FRE-300	French Composition and Translation	21
FRE-301	French for Business and the Professions	
FRE-311	French Culture	
FRE-320	French Phonetics and Conversation	
FRE-422	Cultural Expression in French Film and Television	
FRE-425	The Portrait of the Hero in French Fiction	
FRE-430	Mask and Reality in French Theater	
FRE-435	The Self in French Prose and Poetry	
FRE-440	A Quest for Identity: Francophone Literature and Culture	
FRE-490	Independent Research and Study	
FRE-496	Special Studies	

### Liberal Arts

*Choose one option:*

12

#### Option I

*Two courses from the following:*

LIT-250	Masterworks of Western Literature I
LIT-251	Masterworks of Western Literature II
	Two additional courses in another foreign language.

#### Option II

LIT-250	Masterworks of Western Literature I
or	
LIT-251	Masterworks of Western Literature II

Three additional courses in another foreign language.

Some of the requirements may be met by Study Abroad. Students are strongly encouraged to spend at least one semester abroad.

All majors must take at least one French course per semester in the senior year.

### Requirements for the French Minor

(18 credits)

Course No.	Course Title	Credits
FRE-200, 201	French III, IV*	6
FRE-305	An Introduction to French Literature	3

Three French courses at the 300-level or above. 9  
\*Two advanced (300- or 400-level) courses will be substituted upon demonstrated proficiency.

Some of the requirements for the minor may be met by Study Abroad by agreement with the department. Students must enroll in at least one upper-level course upon completion of a Study Abroad program.

### Requirements for the German Major

(24 credits beyond German IV and 12 credits in collateral liberal arts courses)

Course No.	Course Title	Credits
<b>German</b>		
GER-305	Introduction to German Literature	3
<i>Seven courses from the following:</i>		
GER-300	Composition and Conversation	21
GER-301	German for Business	
GER-307	German Literature and Film	
GER-310	German Culture	
LIT-322	German Literature and Film in English Translation	
GER-425	Self and Society in German Short Fiction	
GER-430	Modern German Drama	
GER-490	Independent Research and Study	
GER-496	Special Studies	

**Liberal Arts***Choose one option:*

12

**Option I***Two courses from the following:*

- LIT-250 Masterworks of Western Literature I  
 LIT-251 Masterworks of Western Literature II  
 Two additional courses in another foreign language.

**Option II**

- LIT-250 Masterworks of Western Literature I  
 or  
 LIT-251 Masterworks of Western Literature II  
 Three additional courses in another foreign language.

Some of the requirements for the major may be met by Study Abroad, by agreement with the department. Credit toward the major may be granted for German III and IV if the student has begun study with German I and II.

All majors must take at least one German course per semester in the senior year.

**Requirements for the German Minor**

(18 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
GER-200, 201	German III, IV*	6
GER-305	Introduction to German Literature	
or		
GER-307	German Literature and Film	3
	Three German courses at the 300-level or above	9

\*Two advanced language or literature courses will be substituted upon demonstrated proficiency.

Some of the requirements for the minor may be met by Study Abroad by agreement with the department. Students must enroll in at least one upper-level course upon completion of a Study Abroad program.

**Requirements for the Italian Minor**

(18 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
ITA-200, 201	Italian III, IV*	6
	One course in literature	3
ITA-305	Italian Literature I	
ITA 306	Italian Literature II	
Three additional Italian courses at the 300 level or above (may include a second literature course)		9
ITA-300	Grammar and Conversation	
ITA-307	Italy through Film	
ITA-310	Italian Culture and Civilization	
ITA-490	Independent Research and Study	
ITA-496	Special Topics	

\*If original student placement is above these levels, 300 or 400 level courses may be taken instead.

Some of the requirements for the minor may be met by Study Abroad by agreement with the department. Students must enroll in at least one upper-level course upon completion of a Study Abroad program.

**Requirements for the Russian Major**

(24 credits beyond Russian IV and 12 credits in collateral liberal arts courses)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
<b>Russian Literature</b>		
LIT-310	Russian Literature from 988 to 1850	3
LIT-311	Russian Literature from 1850 to 1917	3
LIT-312	20th-Century Russian Literature	3
<i>Five courses from the following:</i>		
LIT-315	Tolstoy	
LIT-317	Dostoevsky	
LIT-330	Russian Culture	
RUS-490	Independent Research and Study	
RUS-496	Special Studies	

**Liberal Arts***Choose one option:*

12

**Option I***Two courses from the following:*

- LIT-250 Masterworks of Western Literature I  
 LIT-251 Masterworks of Western Literature II  
 LIT-390 The Bible as Literature  
 Two additional courses in another foreign language.

**Option II**

- LIT-250 Masterworks of Western Literature I  
 or  
 LIT-251 Masterworks of Western Literature II  
 Three additional courses in another foreign language.

**Requirements for the Russian Minor**

(18 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
RUS-200, 201	Russian III, IV*	6
<i>Two courses from the following:</i>		
LIT-310	Russian Literature from 988 to 1850	
LIT-311	Russian Literature from 1850 to 1917	
LIT-312	20th-Century Russian Literature	
Two additional Russian literature or culture courses		6

\*Two advanced language or literature courses will be substituted upon demonstrated proficiency.

A Russian area studies minor is also offered.

## Requirements for the Spanish Major

(27 credits beyond the Spanish 200-level courses and 12 credits in collateral liberal arts courses)

Course No.	Course Title	Credits
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### **Language, Culture and Introductory Literature**

SPA-300 or SPA-302 or SPA-303 or SPA-395 SPA-310 or SPA-311 SPA-320 SPA-325	Advanced Grammar and Composition Writing and Translating for the Professions Spanish for Business Advanced Communication in Spanish Phonetics for Communication Spanish Culture and Civilization Latin American/Latino Culture Introduction to Spanish Literature Introduction to Latin-American/ Latino Literature	3 3 3 3 3 3 3 3 3
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### **Advanced Literature**

#### **A. Early Modern Peninsular**

*One course from the following:*

SPA-305 SPA-403 SPA-415 SPA-416	Cervantes Medieval Literature The Spanish Renaissance The Spanish Golden Age
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#### **B. Early Modern Latin American**

SPA/LAC-420	From Colonies to Nations - The Forging of Latin American Identity
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#### **C. Modern Hispanic**

*One course from the following:*

SPA-410 SPA-411 SPA-412 SPA-413	Modern Hispanic Poetry The Modern Spanish Novel Hispanic Theater and Film The Hispanic Short Story: Transatlantic Connections
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#### **D. Modern Latin American**

SPA-426	Latin-American/ Latino Film and Fiction
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#### **Electives**

SPA-490 SPA-496	Independent Research and Study Special Studies
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#### **Liberal Arts**

*Choose one option:*

#### **Option I**

- Four classes of language  
a. two of two different languages OR

b. four of one language

#### **Option II**

Three classes of one language and ONE class from among the following options:

- a. Masterworks 250 or 251 OR
- b. one course in Latin American Studies OR
- c. one course in European Area Studies

#### **Option III**

Two classes from one language and TWO classes from among the following options:

- a. Masterworks 250 and/or 251 OR
- b. 1-2 courses in Latin American Studies OR
- c. 1-2 courses in European Area Studies

Students who complete an honors thesis their senior year may substitute the thesis (SPA-490) for one of the collateral requirements.

Some of the requirements for the major may be met by Study Abroad. Students are strongly encouraged to spend at least one semester abroad.

All majors must take at least one Spanish course per semester in the senior year.

## Requirements for the Spanish Minor

3	Course No.	Course Title	Credits
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### **Language and Literature Track**

(18 credits)

SPA-200, 201 SPA-300 or SPA-302 SPA-320 or SPA-325	Spanish III, IV* Advanced Grammar and Composition Writing and Translating for the Professions Introduction to Spanish Literature Introduction to Latin-American/ Latino Literature	6 3 3 3
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Two additional courses at the 300-level or above,  
including at least one course at the 400-level

\*Two advanced courses will be substituted for the 200-level courses  
upon demonstrated proficiency.

Some of the requirements for the minor may be met by Study Abroad  
by agreement with the department. Students must enroll in at least one  
upper level course upon completion of a study abroad program.

### **Spanish for Business and the Professions Track**

(18 credits)

SPA-200, 201 SPA-300 or SPA-302 SPA-301	Spanish III, IV* Advanced Grammar and Composition Writing and Translating for the Professions Spanish for Business	6 3 3
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Two additional courses at the 300-level or above, one of which must be a literature course, and one in culture 6  
 \*Two advanced courses will be substituted for the 200 level courses upon demonstrated proficiency.

Some of the requirements for the minor may be met by Study Abroad by agreement with the department. Students must enroll in at least one upper level course upon completion of a Study Abroad program.

### **Honors Program in Languages, Literatures and Cultures**

The department faculty will identify prospective honors students at the earliest possible moment and offer them challenges and encouragement to develop to their highest potential. A student who has a 3.25 cumulative average and a 3.5 average in the major may be invited by the department, upon recommendation of a faculty member, to become a candidate for the honors program. Students should submit to the chairperson of the department, early in their sixth semester (March 15 or October 15), an Independent Research and Study (490) project form signed by a faculty sponsor. Applicants enroll in the 490 appropriate for their language in their seventh or eighth semester, and they are expected to develop their thesis or capstone project proposal and begin working on it over the prior summer. A substantive research project should be presented no later than April 15 or November 15 before a committee made up of the thesis advisor and other appropriate faculty members. Honors in languages, literatures and cultures are granted upon the successful completion and defense of the thesis or capstone project and the recommendation of the faculty of the particular language. Students who are education majors and complete their teaching practicum in their final semester should plan to complete the thesis/capstone project in their seventh semester. Non-education students may complete it in the final semester of the senior year.

### **Gender and Sexuality Studies**

#### **Requirements for the Minor**

(18 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
GND-200	Introduction to Women's Studies	3
GND-400	Gender Studies Seminar	3
<i>Four courses, at least two of which must have GND prefixes</i>		12
BHP-320	Honors Seminar: Gender and Music	
CHI-307	Images of Women in Chinese Literature and Film	
GND-230	Women in Literature	
GND-100	Introduction to Gender Studies	
GND-300	Feminist Literary Criticism	
GND-310	Special Topics	
GND-312	Gender, War and Peace	
GND-313	Gender and Ethics	
GND-318	Gender and Communication	
GND-322	Witch Hunts: Femicide Spanning Centuries	
GND-333	Gender and Sport	
GND-350	Leadership and Community	
GND-490	Independent Research and Study	
GND-491	Internship in Gender and Sexuality Studies	

HIS-249	Women in Europe from Antiquity to the French Revolution
HIS-309	Women in American History
HIS-342	Women in East Asia
LAW-304	Women and Law
MCS-110	Race, Class and Gender in America
MGT-320	Managing Workforce Diversity
PHL-230	Philosophy of the Sexes
POL-280	Sex and Politics
PSY-218	Psychology of Women
PSY-374	Psychology of the Family
PSY-381	The Psychology of Gender
SOC-205	Families
SOC-312	Women in Society
SOC-316	Feminist Social Thought

### **Geological, Environmental, and Marine Sciences**

#### **Requirements for the Environmental Sciences Major**

(64-65 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
<b>Geological, Environmental, and Marine Sciences</b>		
ENV-100	Introduction to Environmental Sciences	4
ENV-200	Statistical and Computer Applications in the Natural Sciences	4
ENV-205	Introduction to Geographic Information Systems	3
ENV-220	Weather and Climate Change	3
GEO-100	Earth Systems Science	
or		
GEO-113	Environmental Geology	3
GEO-102	Earth Materials and Processes Lab	1
GEO-350	Soils and Surficial Processes	4
GEO-407	Hydrology and Water Resources	4
<b>Biology</b>		
BIO-115	Principles of Biology: Evolution, Diversity, and Biology of Animals	4
BIO-116	Principles of Biology: Evolution, Diversity, and Biology of Plants	4
BIO-350	General Ecology	4
<b>Chemistry</b>		
BCH-225	Introduction to Organic and Biochemistry	4
CHE-120	Principles of Chemistry	3
CHE-121	Principles of Chemistry Lab	1
CHE-122	Introduction to Chemical Systems	3
CHE-123	Quantitative Methods Lab	1
<b>Physics</b>		
PHY-100	Principles of Physics I	3
PHY-100L	Principles of Physics I Lab	1

**Electives**

*Three courses from the following, one from each group:* 10-11

**Group A****Biotic Processes**

BIO-250	Field Natural History
BIO-272	Introduction to Marine Biology
and 272L	Introduction to Marine Biology Lab
BIO-321	Environmental Microbiology
BIO-335	Modern Plant Biology
MAR-227	Introduction to Field Marine Science: Subtropical Environments
MAR-228	Introduction to Field Marine Science: Boreal Environments
MAR-229	Introduction to Field Marine Science: Tropical Environments
MAR-360	Plankton Ecology

**Group B****Abiotic Processes**

ENV-350	Environmental Toxicology
ENV-375	Environmental Biogeochemistry
GEO-201	Elements of Mineralogy
GEO-305	Petrology and Petrography
GEO-306	Sedimentology and Stratigraphy
MAR-330	Chemical Oceanography
MAR-410	Physical Oceanography

**Group C****Social Processes**

AMS-250	America and the Future
AMS-304	Technology and Science in America
BHP-231	Honors Seminar: Natural Adventures - Journeys in American Ecology and History
BHP-232	Honors Seminar: Issues at the New Jersey Shoreline - Science and Politics
BHP-259	Honors Seminar: The Environment: A Conflict of Interest
ECO-335	Public Sector Economics History
HIS-299	American Environmental History
IND-316	Nature's Business
PHL-320	Philosophy of Science
POL-215	Global Politics
POL-328	Environmental Policy and Politics
POL-329	Comparative Environmental Policy
SOC-225	Population Study

Majors will also take either MTH-105 or MTH-210 to fulfill their math core requirement.

Upper-level MAR courses require MAR-120 and MAR-121 as prerequisites.

A minor or double major in Biology, Chemistry, or Marine Sciences is recommended.

**Requirements for the Geosciences Major**

(64-67 credits)

Course No.	Course Title	Credits
<b>Geological, Environmental, and Marine Sciences</b>		
ENV-200	Statistical and Computer Applications in the Natural Sciences	4
ENV-205	Introduction to Geographic Information Systems	3
GEO-100	Earth Systems Science	3
GEO-102	Earth Materials and Processes Lab	1
GEO-201	Elements of Mineralogy	4
GEO-305	Petrology and Petrography	4
GEO-306	Sedimentology and Stratigraphy	4
GEO-310	Structural Geology	4
GEO-350	Soils and Surficial Processes	4
GEO-407	Hydrology and Water Resources	4
MAR-120	Oceanography	3
MAR-121	Introductory Oceanography Lab	1
MAR-210	Marine Life Through Time	4
Attendance at an approved geology field camp		3-6

**Chemistry**

CHE-120	Principles of Chemistry	3
CHE-121	Principles of Chemistry Lab	1
CHE-122	Introduction to Chemical Systems	3
CHE-123	Quantitative Methods Lab	1

**Physics**

PHY-100	Principles of Physics I	3
PHY-100L	Principles of Physics I Lab	1

**Electives**

*Two courses from the following:* 6

ENV-220	Weather and Climate Change
ENV-375	Environmental Biogeochemistry
GEO-168	Mesozoic Ruling Reptiles: Dinosaurs, Pterosaurs, and Plesiosaurs
MAR-340	Marine Processes and Environments: Seminar
Majors will also take either MTH-105 or MTH-210 to fulfill their math core requirement. A minor in chemistry, physics, or marine sciences is strongly recommended.	

A minor or double major in Biology, Chemistry, or Marine Sciences is recommended.

**Requirements for the Earth and Environmental Sciences Minor\***

(23-24 credits)

Course No.	Course Title	Credits
ENV-100	Introduction to Environmental Sciences	4
GEO-100	Earth Systems Science	3
GEO-102	Earth Materials and Processes Lab	1

GEO-350	Soils and Surficial Processes	4
GEO-407	Hydrology and Water Resources	4
MAR-210	Marine Life Through Time	4

**Elective**

*One course from the following:* 3-4

ENV-200	Statistical and Computer Applications in the Natural Sciences
ENV-205	Introduction to Geographic Information Systems
ENV-220	Weather and Climate Change
ENV-375	Environmental Biogeochemistry
GEO-168	Mesozoic Ruling Reptiles: Dinosaurs, Pterosaurs, and Plesiosaurs
GEO-201	Elements of Mineralogy
GEO-306	Sedimentology and Stratigraphy

\*Geosciences and Environmental Sciences majors may not select this minor.

**Areas of Concentration**

(18–20 credits)

Students must choose one area of concentration: Life Sciences, Earth Sciences, Physical Sciences or Mathematics.

**Requirements for the Life Sciences Concentration**

Course No.	Course Title	Credits
BIO-115	Principles of Biology: Evolution, Diversity, and Biology of Animals	4
BIO-116	Principles of Biology: Evolution, Diversity, and Biology of Plants	4
<i>Three courses from the following, at least one at the 300-level:</i>		12
BIO-117	Principles of Biology: Evolution, Diversity, and Biology of Cells	
BIO-265	Genetics	
BIO-272	Introduction to Marine Biology	
and 272L	Marine Biology Lab	
BIO-305	Vertebrate Physiology	
BIO-315	Medical Microbiology	
BIO-321	Environmental Microbiology	
BIO-340	Evolutionary Biology	
BIO-350	General Ecology	
BIO-370	Immunology	
BIO-372	Behavior of Marine Organisms: An Evolutionary Approach	
BNS-310	Neurobiology	
BNS-375	Neuroethology: The Neural Circuits of Behavior	
MAR-325	Marine Vertebrates: Fish to Mammals	

**Requirements for the Earth Sciences Concentration**

Course No.	Course Title	Credits
GEO-100	Earth Systems Science	3
GEO-102	Earth Materials and Processes Lab	1
MAR-120	Oceanography	3
MAR-121	Introductory Oceanography Lab	1
<i>Three courses from the following:</i>		11-12
ENV-200	Statistical and Computer Applications in the Natural Sciences	
ENV-220	Weather and Climate Change	
GEO-407	Hydrology and Water Resources	
MAR-210	Marine Life Through Time	
MAR-380	The Learning and Teaching of Marine Science	

**Requirements for the Physical Sciences Concentration**

Course No.	Course Title	Credits
CHE-120	Principles of Chemistry	3
CHE-121	Principles of Chemistry Lab	1
CHE-122	Introduction to Chemical Systems	3
CHE-123	Quantitative Methods Lab	1
PHY-200	General Physics I	4
<i>One of the following pairs of courses:</i>		8
CHE-211	Organic Chemistry I	

PHY-105	Matter, Forces and Energy: An Exploration of Physics Concepts
or	
CHE-118	Exploration of Chemical Principles

PHY-201	General Physics II
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**Requirements for the Mathematics Concentration**

Course No.	Course Title	Credits
MTH-211	Calculus II*	4
MTH-212	Calculus III*	4
MTH-240	Linear Algebra	3

\*Math 211 and 212 may be used to satisfy the concentration requirement only if not used to satisfy the Mathematics requirements above.

*Three or more courses from the following:*

MTH-250	Differential Equations
MTH-308	Advanced Calculus
MTH-315	Modern Geometry
MTH-340	Probability and Statistics I
MTH-341	Probability and Statistics II
MTH-401	Modern Algebra
MTH-410	Complex Analysis
MTH-420	Number Theory
MTH-430	Introduction to Topology
MTH-440	Real Analysis

**Capstone Course**

ISM-410	Seminar in the Integrated Sciences and Math	3
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**Requirements for the Marine Sciences Major**

(65-66 credits)

Course No.	Course Title	Credits
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**Geological, Environmental, and Marine Sciences**

ENV-200	Statistical and Computer Applications in the Natural Sciences
GEO-100	Earth Systems Science
GEO-102	Earth Materials and Processes Lab
GEO-306	Sedimentology and Stratigraphy
MAR-120	Oceanography
MAR-121	Introductory Oceanography Lab
MAR-330	Chemical Oceanography
MAR-340	Marine Processes and Environments: Seminar
MAR-401	Marine Ecology
MAR-410	Physical Oceanography

**Field Experience***One course from the following:*

MAR-227	Introduction to Field Marine Science: Subtropical Environments
MAR-228	Introduction to Field Marine Science: Boreal Environments
MAR-229	Introduction to Field Marine Science: Tropical Environments

**Biology**

BIO-115	Principles of Biology: Evolution, Diversity, and Biology of Animals
or 116	Principles of Biology: Evolution, Diversity, and Biology of Plants
BIO-272	Introduction to Marine Biology
BIO-272L	Marine Biology Lab

**Chemistry**

CHE-120	Principles of Chemistry
CHE-121	Principles of Chemistry Lab
CHE-122	Introduction to Chemical Systems
CHE-123	Quantitative Methods Lab

**Physics**

PHY-100	Principles of Physics I
PHY-100L	Principles of Physics I Lab
PHY-101	Principles of Physics II
PHY-101L	Principles of Physics II Lab

**Electives**

<i>Two courses from the following:</i>	
BIO-372	Behavior of Marine Organisms: An Evolutionary Approach
ENV-205	Introduction to Geographical Information Systems
MAR-210	Marine Life Through Time
MAR-325	Marine Vertebrates: Fish to Mammals
MAR-360	Plankton Ecology

Majors will also take either MTH-105 or MTH-210 to fulfill their math core requirement.

A minor in biology, chemistry, or earth and environmental sciences is recommended.

**Requirements for the Marine Sciences Minor\***

(23-24 credits)

Course No.	Course Title	Credits
BIO-115	Principles of Biology: Evolution, Diversity, and Biology of Animals	
or 116	Principles of Biology: Evolution, Diversity, and Biology of Plants	4
BIO-272	Introduction to Marine Biology	3
BIO-272L	Marine Biology Lab	1
GEO-100	Earth Systems Science	3
GEO-102	Earth Materials and Processes Lab	1
MAR-120	Oceanography	3
MAR-121	Introductory Oceanography Lab	1
MAR-325	Marine Vertebrates: Fish to Mammals	3
MAR-360	Plankton Ecology	1
MAR-227	Introduction to Field Marine Science: Subtropical Environments	4
MAR-228	Introduction to Field Marine Science: Boreal Environments	
MAR-229	Introduction to Field Marine Science: Tropical Environments	
MAR-380	The Learning and Teaching of Marine Science	4

**Electives***One course from the following:*

GEO-306	Sedimentology and Stratigraphy	3-4
MAR-325	Marine Vertebrates: Fish to Mammals	
MAR-330	Chemical Oceanography	
MAR-360	Plankton Ecology	
MAR-410	Physical Oceanography	

\*Marine Sciences majors may not select this minor.

**Requirements for Liberal Studies****Environmental Emphasis Major**

(49 credits)

The Bachelor of Arts Degree in Liberal Studies: Environmental Emphasis is designed specifically as a second major for students in the CLAES School of Education interested in teaching science in elementary schools. This program is not designed to prepare students for further study in science disciplines at the graduate or professional level, or to teach science at the middle or high school level.

**Course No. Course Title Credits****Geological and Marine Sciences**

ENV-100	Introduction to Environmental Sciences	4
ENV-200	Statistical and Computer Applications in the Natural Sciences	4
ENV-205	Introduction to Geographic Information Systems	3
ENV-220	Weather and Climate Change	3
GEO-100	Earth Systems Science	
or		
GEO-113	Environmental Geology	3
GEO-102	Earth Materials and Processes Lab	1
GEO-350	Soils and Surficial Processes	4
GEO-407	Hydrology and Water Resources	4

**Biology**

BIO-115	Principles of Biology: Evolution, Diversity, and Biology of Animals	4
BIO-116	Principles of Biology: Evolution, Diversity, and Biology of Plants	4

**Chemistry**

CHE-120	Principles of Chemistry	3
CHE-121	Principles of Chemistry Lab	1

**Physics**

PHY-100	Principles of Physics I	3
PHY-100L	Principles of Physics I Lab	1

**Electives Group A***One course from the following:*

BIO-272	Introduction to Marine Biology	
and 272L	Marine Biology Lab	
BIO-335	Modern Plant Biology	
BIO-350	General Ecology	

BIO-372	Behavior of Marine Organisms: An Evolutionary Approach
MAR-227	Introduction to Field Marine Science: Subtropical Environments
MAR-228	Introduction to Field Marine Science: Boreal Environments
MAR-229	Introduction to Field Marine Science: Tropical Environments
MAR-380	The Learning and Teaching of Marine Science
MAR-401	Marine Ecology

**Electives Group B***One course from the following:*

AMS-250	America and the Future
AMS-304	Technology and Science in America
BHP-231	Honors Seminar: Natural Adventures - Journeys in American Ecology and History
BHP-232	Honors Seminar: Issues at the New Jersey Shoreline – Science and Politics
BHP-259	Honors Seminar: The Environment: A Conflict of Interest
HIS-299	American Environmental History
IND-316	Nature's Business
PHL-320	Philosophy of Science
POL-215	Global Politics
POL-328	Environmental Policy and Politics
POL-329	Comparative Environmental Policy
SOC-225	Population Study

Majors will also take either MTH-105 or MTH-210 to fulfill their math core requirement. Upper-level MAR courses require MAR-120 and MAR-121 as prerequisites.

**Requirements for Liberal Studies****Marine Ecological Emphasis Major**

(47-48 credits)

The Bachelor of Arts Degree in Liberal Studies: Marine Ecological Emphasis is designed specifically as a second major for students in the CLAES School of Education interested in teaching science in elementary schools. This program is not designed to prepare students for further study in science disciplines at the graduate or professional level, or to teach science at the middle or high school level.

**Course No. Course Title Credits****Geological, Environmental, and Marine Sciences**

ENV-200	Statistical and Computer Applications in the Natural Sciences	4
GEO-100	Earth Systems Science	3
GEO-102	Earth Materials and Processes Lab	1
MAR-120	Oceanography	3
MAR-121	Introductory Oceanography Lab	1
MAR-210	Marine Life through Time	4
MAR-380	The Learning and Teaching of Marine Science	4
MAR-401	Marine Ecology	4

<b>Biology</b>				
BIO-115	Principles of Biology: Evolution, Diversity, and Biology of Animals		GLS-201	The Politics of the Global Economy
or 116	Principles of Biology: Evolution, Diversity, and Biology of Plants	4	GLS-215	Global Politics
BIO-272	Introduction to Marine Biology	3		
BIO-272L	Marine Biology Lab	1		
<b>Chemistry</b>				
CHE-120	Principles of Chemistry	3	<b>Tracks</b>	
CHE-121	Principles of Chemistry Lab	1	<i>One course from each track:</i>	
<b>Physics</b>			<b>I. International Communications and Processes</b>	
PHY-100	Principles of Physics I	3	COM/GLS-252	Intercultural Communication
PHY-100L	Principles of Physics I Lab	1	COM/GLS-352	Chinese and American Intercultural Communication
<b>Electives</b>			COM/GLS-393	International Communication
<i>Two courses from the following:</i>		7-8	ENV/GLS-205	Introduction to Geographic Information Systems
BIO-372	Behavior of Marine Organisms		GLS-285	The Student Global Village
GEO-306	Sedimentology and Stratigraphy		POL/GLS-210	Public Opinion
MAR-227	Introduction to Field Marine Science: Subtropical Environments		POL-295	Special Projects in Political Science: Model United Nations
or			POL/GLS-307	Political Communication
MAR-228	Introduction to Field Marine Science: Boreal Environments		POL/GLS-368	International Organizations
or				
MAR-229	Introduction to Field Marine Science: Tropical Environments		<b>II. Global Cultures and Global Society</b>	
MAR-325	Marine Vertebrates: Fish to Mammals		GLS-310	Ethnographic Film
MAR-330	Chemical Oceanography		GLS-325	Global Perspectives on Health and Illness
MAR-360	Plankton Ecology		HIS-352	History of Socialism
MAR-410	Physical Oceanography		HIS-343	The Ottoman Empire and the Balkans
Majors will also take MTH-105 or MTH-210 to fulfill their math core requirement.			IND-210	Global Encounters: A Cultural Experience by Travel
			MUS/GLS-308	World Music
			POL/GLS-306	Political Film
			POL/GLS-340	Modern Democracy and Its Critics
<b>Honors Program in Geological, Environmental, and Marine Sciences</b>			<b>III. Critical Global Issues</b>	
Honors in environmental sciences, geosciences, or integrated sciences and math, liberal studies: environmental emphasis, liberal studies: marine ecological emphasis, or marine sciences is awarded in recognition of majors who have demonstrated outstanding academic ability. Enrollment in the program is by invitation of the department faculty. Eligibility requirements include maintenance of at least a minimum GPA of 3.5 in courses required for the major and satisfactory completion of an independent research and study project or a senior thesis. In addition, an honors candidate must maintain an overall GPA of 3.0.			GEO/GLS-113	Environmental Geology
			MAR/GLS-120	Oceanography
			POL/GLS-219	Terrorism, Revolution and Political Violence
			POL/GLS-225	Nationalism in World Politics
			POL/GLS-315	Global Issues
			POL/GLS-342	Freedom and Authority
			POL/GLS-365	Third World Politics
			POL/GLS-367	Politics of Exile, Asylum and Diaspora
<b>Electives</b>				
Five courses selected from the tracks (Language and Culture highly recommended)				
			<b>Language and Culture</b>	
Language culture courses include FRE-311, GER-310, LIT-330, SPA-310, SPA-311. All upper-level languages, or any foreign language prefix course at the 200-level or above are also credited towards the major after the other requirements are fulfilled.				18
			<b>Economics electives</b>	
			ECO-200	Principles of Macroeconomics
			ECO-201	Principles of Microeconomics
			FIN-308	International Finance

## **Global Studies**

## **Requirements for the Major**

(42 credits)

Course No.	Course Title	Credits
<b>Foundation Courses</b>		
GLS-180	Understanding Global Relations	3
GLS-200	The Social Construction of Global Society	3

## Economics electives

ECO-200	Principles of Macroeconomics
ECO-201	Principles of Microeconomics
FIN-308	International Finance

**Capstone Seminar Critical Issues\***

\*See Program Director

**Requirements for the Minor**

(21 credits)

Course No.	Course Title	Credits
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**Foundation Courses**

<i>Two courses from the following:</i>	6
GLS-180      Understanding Global Relations	
GLS-200      The Social Construction of Global Society	
GLS-201      The Politics of the Global Economy	
GLS-215      Global Politics	

**Tracks**

<i>Five courses, three of which must be from different tracks:</i>	15
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**I. International Communications and Processes**

COM/GLS-252	Intercultural Communication
COM/GLS-352	Chinese and American Intercultural Communication
COM/GLS-393	International Communication
ENV/GLS-205	Introduction to Geographic Information Systems
GLS-285	The Student Global Village
POL/GLS-210	Public Opinion
POL-295	Special Projects in Political Science: Model United Nations
POL/GLS-307	Political Communication
POL/GLS-367	Politics of Exile, Asylum and Diaspora
POL/GLS-368	International Organizations

**II. Global Cultures and Global Society**

ENG-447	Global Literature
GLS-310	Ethnographic Film
GLS-325	Global Perspectives on Health and Illness
HIS-352	History of Socialism
HIS-343	The Ottoman Empire and the Balkans
IND-210	Global Encounters: A Cultural Experience by Travel
MUS/GLS-308	World Music
POL/GLS-306	Political Film
POL/GLS-340	Modern Democracy and Its Critics

**III. Critical Global Issues**

GEO/GLS-113	Environmental Geology
MAR/GLS-120	Oceanography
POL/GLS-219	Terrorism, Revolution and Political Violence
POL/GLS-225	Nationalism in World Politics
POL/GLS-315	Global Issues
POL/GLS-342	Freedom and Authority
POL/GLS-365	Third World Politics
POL/GLS-367	Politics of Exile, Asylum and Diaspora

**IV. Language and Culture**

All upper-level languages, or any foreign language prefix course at the 200 level or above are credited towards the major provided all the other requirements are fulfilled. Students will receive credit for any courses in a second foreign language, provided all other requirements are fulfilled.

**V. Global Economics**

ECO-200	Principles of Macroeconomics
ECO-201	Principles of Microeconomics
FIN-308	International Finance

**History****Requirements for the Major**

(36-39 credits)

Course No.	Course Title	Credits
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**Category I**

<b>History Seminars</b>	6-9
HIS-160	Seminar in History*
HIS-260	The Craft of History (may be repeated for Category III credit on different topics)
HIS-460	Research Seminar OR HIS-490 Independent Research and Study

**Category II****US and European Surveys:**

<i>At least one course in US and one in European history</i>	6-9
HIS-180	U.S. I
HIS-181	U.S. II
HIS-190	Europe to 1715
HIS-191	Europe Since 1715

**Category III**

Seven History electives, of which at least three must be at the 200 level and three at the 300 level. At least two courses from Category III must be selected from the following Diversity courses:

HIS-200	Native American History
HIS-201	African-American History
HIS-249	Women in Europe
HIS-273	Imperial Russia
HIS-274	Modern Russia
HIS-280	Vietnam in Peace and War
HIS-281	Modern Middle East
HIS-282	Colonial Latin America
HIS-283	Modern Latin America
HIS-284	Caribbean History
HIS-286	Modern East Asia
HIS-288	African History
HIS-289	History of Modern Japan
HIS-309	Women in American History
HIS-341	China in Revolution

HIS-342	Women in East Asia
HIS-343	Ottoman Empire and the Balkans

**Category IV**

Three credits at any level (Category I, II, or III).

**Requirements for the Minor**

(21 credits)

Seven courses in History, including three at the introductory level (100-199) and four at the intermediate to advanced level (200-491).

**Honors Program in History**

Students with a 3.25 cumulative grade point average and 3.5 grade point average in history can qualify for honors by completing an honors thesis in HIS-460 History and Historical Method or HIS-490 Independent Research and Study. Students present a written proposal of their project no later than the beginning of the semester in which they take these courses. The finished thesis must be defended in an oral presentation to the history faculty and must meet departmental standards of excellence in research, writing, and analysis. Successful students wear an honors cord at graduation and receive recognition of honors in history on their diplomas.

**Homeland Security****Requirements for the Minor**

(24 semester hours)

Course No.	Course Title	Credits
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**Foundation Courses**

HLS-100	Introduction to American Politics	3
HLS-202	The Political System: Theories and Themes	3

*Three courses from the following:*

HLS-203	Homeland Security	9
HLS-204	The Development and Structure of U.S. Intelligence Agencies	
HLS-301	Civil Liberties in the United States	
HLS-325	Public Sector Policy Analysis	

*Three courses from the following:*

HLS-219	Terrorism, Revolution and Political Violence
HLS-220	Terrorism and Counter Terrorism
HLS-300	U.S. Constitutional Law
HLS-304	Political Behavior: Fear, Risk and Crisis
HLS-308	Political Communication in Times of Crisis
HLS-314	Congressional Power and Security Policy
HLS-316	Presidential Power and National Security State
HLS-325	Public Administration
HLS-346	Liberal Democracy in Times of Stress
HLS-350	U.S. Foreign and Security Policy
HLS-351	Critical Views of Global Security
HLS-361	The Judicial Process

HLS-363	Human Rights in a Global Context
HLS-491*	Internship in New Jersey Homeland Security

\*Depending upon eligibility and availability

**Latin American and Caribbean Area Studies****Requirements for the Minor**

(21 credits)

Course No.	Course Title	Credits
<b>Spanish Language*</b>		
SPA-200, 201	Spanish III, IV	3-6
<b>Gateway Course</b>		
SPA-311	Latin-American/Latino Culture	3
<b>Area-specific Courses**</b>		
Four or five courses from at least three disciplines and no more than two courses from any one discipline.		12-15
GND-310	Special Topics: The Latina Voice	
HIS-282	Colonial Latin America	
HIS-283	Modern Latin America	
HIS-284	Caribbean History	
IND-210	Global Encounters: A Cultural Experience by Travel in Peru	
IND-316	Nature's Business (Panama)	
LIT-340	Hispanic Literature and Film in English Translation	
MUS-308	World Music	
POL-272	Politics of Latin America	
SOC-341	Developing Societies	
SPA-301	Spanish for Business	
SPA-325	Introduction to Latin American/Latino Literature	
SPA-412	Hispanic Theater and Film	
SPA-413	The Hispanic Short Story: Transatlantic Connections	
SPA/LAC-420	From Colonies to Nations – The Forging of Latin American Identity	
SPA-426	Latin-American/Latino Film and Fiction	
SPA-496	Special Studies: Latin-American Colonial Literature	

\*Students who place out of SPA-200 must take SPA-201 and one additional Spanish course at the 300 or 400 level. Students who place out of SPA-200 and SPA-201 must complete one Spanish course at the 300 or 400 level.

\*\*Spanish majors and minors may only take one area-specific course from their major or minor program.

Student Abroad or domestic experience within a Spanish linguistic context or business environment – study, service-learning or internships – may meet some of the requirements upon consultation with the student's advisor. Students must take at least one course in the Latin-American and Caribbean Area Studies Minor upon completion of Study Abroad or a domestic experience as described above.

Independent Research and Study courses and Baccalaureate Honors courses may be substituted in consultation with the Area Studies Program director.

## Law and Justice

### Requirements for the Major in Criminal Justice

(42 credits)

Course No.	Course Title	Credits
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#### Category I

##### Core Courses:

All of the following courses:	15
LAW 207 Criminal Justice Practice	
SOC 206 Theories of Deviance & Crime*	
SOC 219 Introduction to Criminal Justice: Police, Courts, Corrections*	
PHL 115 Ethics	
LAW 460 Senior Seminar in Criminal Justice**	

#### Category II

##### Research Methods and Applications

One of the following courses:	3
POL 230 Methods of Political Analysis	
SOC 301 Methods of Sociological Research*	

#### Category III

##### Criminal Justice Processes And Institutions

Three courses from the two areas below; at least one from each area:	9
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##### Law Enforcement, Criminal Investigation and Punishment

BHP 322 Honors Seminar: The Guilty and Innocent: Assessing Blame and Assigning Punishment in Literature & Law	
LAW 150 Introduction to Forensics	
LAW 210 Criminal Investigation*	
SOC 322 Punishment & Corrections	
SOC 342 Police and American Society**	
SOC 343 Policing and Counterterrorism**	

##### Courts and Law

BHP 211 Honors Seminar: Theories of Justice and American Common Law	
LAW 140 Introductory Seminar in Law and Justice	
LAW 305 Trial Advocacy	
LAW 365 Rights of the Accused	
PHL 303 Philosophy of Law	
POL 260 Politics of Law and Order	
POL 361 The Judicial Process	
PSY 279 Psychology and Law	
SOC 317 Law and Lawyers	

\*SOC 101 is waived as a pre-requisite for criminal justice majors ONLY for SOC 206, SOC 219, and SOC 301.

SOC 101 is strongly recommended for criminal justice majors.

\*\*Pending approval

#### Category IV

##### Crime and Social Groups and Issues

Three courses from the following: 9

LAW 302	Crime and Justice in the Media
LAW 401:	Hate Crimes
SOC 216	Youth and Crime
SOC 246	Drugs, Crime, and American Society
SOC 313	Gender and Criminal Justice
SOC 321	White-collar and Corporate Crime
SOC 345	Race and Crime

#### Category V

##### Contextualizing Crime and Criminal Justice

Two courses from any of the following: 6

##### Legal Issues

HIS 301	Constitutional History of the United States
LAW 204	Law, Literature and Film
LAW 304	Women and Law
LAW 310	Cyberspace Law and Policy
POL 300	U. S. Constitutional Law
POL 301	Civil Liberties in the U. S.

##### Philosophical Issues

PHL 130	Political Philosophy
PHL 202	Social Philosophy
PHL 360	Contemporary Ethics

##### Political Issues

POL 235	Race and Ethnicity in American Politics
POL 325	Public Administration
POL 327	Contemporary Issues in American Public Policy
POL 335	Urban Politics
POL 345	Justice
POL 350	U. S. Foreign and Security Policy
POL 351	Critical Views of Global Society
POL 363	Human Rights in a Global Context

##### Psychological Issues

PSY 220	Abnormal Psychology
PSY 365	Drugs and Human Behavior

##### Social Issues

SOC 205	Families
SOC 207	Race and Ethnic Relations
SOC 245	Social Problems
SOC 308	Cities and Suburbs
SOC 312	Women in society
SOC 330	Class and Economic Inequality
SOC 240	Power and Politics

SOC 350	Social Policy
SOC 396	Applied Sociology
<b>Internships and Advanced Research*</b>	
LAW 490	Law and Justice Independent Study
LAW 496	Law and Justice Honors Thesis
LAW 491	Law and Justice Internship
SOC 491	Sociology Internship
PHL 491	Philosophy Internship
POL 391	Political Science Internship
PSY 491	Psychology Internship

\*Internships related to Criminal Justice as approved by the Law and Justice Director

\*\*Advance research related to Criminal Justice in Independent Studies courses or Honors Thesis programs of a specific topic in Law and Justice. Topics vary.

### Requirements for the Minor

Students may choose a concentration in either legal studies or criminal justice.

### Requirements for the Legal Studies Concentration

(21 credits)\*

Course No.	Course Title	Credits
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#### Category I\*\*

##### Multi-disciplinary Approaches to Law

*At least three courses from the following:* 9-15

##### Baccalaureate Honors

BHP-209	Honors Seminar: Law and the Arts
BHP-211	Honors Seminar: Theories of Justice and the American Common Law
BHP-322	Honors Seminar: The Guilty and the Innocent: Assessing Blame and Determining Punishment in Literature and Law

##### Business Policy

BUS-210	Introduction to Law: Contracts
BUS-211	Commercial Law
BUS-214	Advanced Business Law
BUS-300	Social and Legal Environment of Business
BUS-315	Health Care Law, Ethics, and Policy
BUS-444	Selected Topics in Business Policy and Environment

##### Communication

COM-301	Communication Law
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##### History

HIS-301	Constitutional History of the United States
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##### Law and Justice Interdisciplinary Courses

LAW-140	Introductory Seminar in Law and Justice
LAW-150	Introduction to Forensics

LAW-204	Law, Literature, and Film in America
LAW-207	Criminal Justice Practice
LAW-210	Criminal Investigation
LAW-302	Crime and Justice in the Media
LAW-304	Women and Law
LAW-305	Trial Advocacy
LAW-308	Conflict and Conflict Resolution
LAW-310	Cyberspace Law and Policy
LAW-355	Sports and the Law
LAW-365	Rights of the Accused
LAW-395	Selected Topics in Law and Justice
LAW-401	Hate Crimes in the United States
LAW-490	Independent Research and Study
LAW-491	Internship in Law and Justice
LAW-496	Honors Thesis in Law and Justice

#### Human Resource Management

HRM-313	Legal Aspects of Human Resource Management
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#### Philosophy

PHL-303	Philosophy of Law
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#### Political Science

POL-260	Politics of Law and Order
POL-300	U.S. Constitutional Law
POL-301	Civil Liberties in the United States

#### Psychology

PSY-279	Psychology and Law
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#### Sociology

SOC-219	Introduction to Criminal Justice: Police, Courts, Corrections
SOC-246	Drugs, Crime and American Society
SOC-313	Gender and Criminal Justice
SOC-317	Law and Lawyers
SOC-321	White Collar & Corporate Crime
SOC-345	Race and Crime

#### Category II

##### Law-Related Courses

*A maximum of two courses from the following:*

0-6

#### Communication

COM-251	Interpersonal Communication
COM-252	Intercultural Communication
COM-302	Communication Ethics
COM-322	Argumentation and Debate

#### Human Resource Management

HRM-312	Introduction to Labor Relations
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#### Philosophy

PHL-115	Ethics
PHL-202	Social Philosophy

PHL-203	Business Ethics	<b>Law and Justice Interdisciplinary Courses</b>
PHL-360	Contemporary Ethics	LAW-140      Introductory Seminar in Law and Justice
<b>Political Science</b>		LAW-150      Introduction to Forensics
POL-326	Power in American Politics	LAW-204      Law, Literature and Film in America
POL-327	Contemporary Issues in American Public Policy	LAW-207      Criminal Justice Practice
POL-361	The Judicial Process	LAW-210      Criminal Investigation
<b>Sociology</b>		LAW-302      Crime and Justice in the Media
SOC-206	Theories of Deviance and Crime	LAW-304      Women and Law
SOC-216	Youth and Crime	LAW-305      Trial Advocacy
SOC-340	Power and Politics	LAW-308      Conflict and Conflict Resolution
SOC-350	Social Policy	LAW-310      Cyberspace Law and Policy
<b>Category III</b>		LAW-355      Sports and the Law
<b>Theory/Application</b>		LAW-365      Rights of the Accused
<i>One course from the following:</i>		LAW-395      Selected Topics in Law and Justice
LAW-207	Criminal Justice Practice	LAW-401      Hate Crimes in the United States
LAW-305	Trial Advocacy	LAW-490      Independent Research and Study
LAW-308	Conflict and Conflict Resolution	LAW-491      Internship in Law and Justice
<b>Electives†</b>		LAW-496      Honors Thesis in Law and Justice
LAW-490	Independent Research and Study	<b>Political Science</b>
LAW-491	Internship in Law and Justice	POL-260      Politics of Law and Order
LAW-496	Honors Thesis in Law and Justice	POL-361      The Judicial Process
<b>Category IV</b>		<b>Psychology</b>
LAW-450	Law and Justice Senior Seminar  (Required for all seniors in the minor)	PSY-279      Psychology and Law
**No more than three courses from the same department may be counted toward the minor.	3	<b>Sociology</b>
**Students may take up to six additional credits from Category I instead of Category II.		SOC-206      Theories of Deviance and Crime
†These courses may count toward Category III only with the permission of the director of the program.		SOC-216      Youth and Crime
††No LAW course may be used more than once to fulfill minor requirements.		SOC-219      Introduction to Criminal Justice: Police, Courts, Corrections
Requirements for the Criminal Justice Concentration (21 credits)*		SOC-246      Drugs, Crime and American Society
<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
<b>Category I**</b>		SOC-313      Gender and Criminal Justice
<b>Multi-disciplinary Approaches to Crime and Justice</b>		SOC-321      White Collar & Corporate Crime
<i>At least three courses from the following:</i>	9-15	SOC-345      Race and Crime
<b>Baccalaureate Honors</b>		<b>Category II</b>
BHP-211	Honors Seminar: Theories of Justice and the American Common Law	<b>Crime and Justice Related Courses</b>
BHP-322	Honors Seminar: The Guilty and the Innocent: Assessing Blame and Determining Punishment in Literature and Law	<i>A maximum of two courses from the following:</i>
		Baccalaureate Honors
		BHP-209      Honors Seminar: Law and the Arts
		<b>Communication</b>
		COM-251      Interpersonal Communication
		COM-252      Intercultural Communication
		COM-322      Argumentation and Debate
		<b>Philosophy</b>
		PHL-303      Philosophy of Law
		<b>Political Science</b>
		POL-235      Race and Ethnicity in American Politics
		POL-300      U.S. Constitutional Law
		POL-301      Civil Liberties in the U.S.

POL-325	Public Administration	MTH-340	Probability and Statistical Analysis I	3
POL-335	Urban Politics	MTH-401	Modern Algebra	3
<b>Psychology</b>		MTH-410	Complex Analysis	3
PSY-220	Abnormal Psychology		Three 400-level mathematics electives (excluding MTH-490) or one 300-level	
PSY-365	Drugs and Human Behavior		and two 400-level mathematics electives (excluding MTH-490)	9
<b>Sociology</b>				
SOC-205	Families			
SOC-207	Racial and Ethnic Relations			
SOC-308	Cities and Suburbs			
SOC-317	Law and Lawyers			
SOC-340	Power and Politics			
SOC-350	Social Policy			

**Category III****Theory/Application***One course from the following:*

LAW-207	Criminal Justice Practice	3	MTH-210,
LAW-305	Trial Advocacy		211, 212      Calculus I, II, III
LAW-308	Conflict and Conflict Resolution		Four mathematics courses above the MTH-212 level

**Electives†**

LAW-490	Independent Research and Study
LAW-491	Internship in Law and Justice
LAW-496	Honors Thesis in Law and Justice

**Category IV**

LAW-450	Law and Justice Senior Seminar (Required of all seniors in the minor)	3
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\*\*No more than three courses from the same department may be counted toward the minor.

\*\*Students may take up to six additional credits from Category I instead of Category II.

†These courses may count toward Category III only with the permission of the director of the program.

††No LAW course may be used more than once to fulfill minor requirements.

**Mathematics****Requirements for the Major**

(50 credits)

Course No.	Course Title	Credits
<b>Mathematics</b>		
MTH-210, 211, 212	Calculus I, II, III	12
MTH-240	Linear Algebra	3
MTH-250	Differential Equations	3
MTH-308	Advanced Calculus	3
MTH-315	Modern Geometry	3

MTH-340	Probability and Statistical Analysis I	3
MTH-401	Modern Algebra	3
MTH-410	Complex Analysis	3
	Three 400-level mathematics electives (excluding MTH-490) or one 300-level	
	and two 400-level mathematics electives (excluding MTH-490)	9

**Physics**

PHY-200	General Physics I	4
PHY-201	General Physics II	4

Mathematics majors must attain a "B" average in Calculus I and II in order to take advanced mathematics courses.

**Requirements for the Minor**

(24 credits)

3	MTH-210, 211, 212      Calculus I, II, III	12
	Four mathematics courses above the MTH-212 level	12

**Honors Program in Mathematics**

Superior students majoring in mathematics may participate in a program leading to graduation with honors in mathematics. A candidate must submit a written application by March 1 of the junior year to the departmental honors committee. Admission to the program will be based on a 3.25 cumulative average in mathematics courses taken in the first five semesters and sponsorship by a member of the departmental faculty. During the senior year, the student will be enrolled in MTH-490 Independent Research and Study. Honors in mathematics is based on earning a 3.4 average in seven mathematics courses at the 300 and 400 levels (excluding MTH-490) and an acceptable senior thesis. Further information on the program can be obtained from the department.

**Multicultural Studies****Requirements for the Minor**

(21 credits)

Course No.	Course Title	Credits
<b>Multicultural Studies</b>		
MCS-110	Race, Class, and Gender in Contemporary American Society	3
MCS-220	Issues in Multicultural Studies	3

**Electives**

Five courses from the following three groups, chosen in consultation with the director

15		
<b>Multicultural Studies</b>		
MCS-280	Directed Readings in Multicultural Studies	
MCS-491	Internship in Multicultural Studies	

### **Electives Emphasizing Multiculturalism Within the United States**

AMS-210	Growing Up American
AMS-212	Multicultural America
AMS-227	The Philosophy of Martin Luther King Jr.
AMS-228	Studies in American Jewish Culture
COM-252	Intercultural Communication
ENG-228	Black American Literature
ENG-229	Multi-Ethnic Literature in America
HIS-201	African American History
HIS-307	The Immigrant in American Life
MGT-320	Managing Workforce Diversity
POL-235	Race and Ethnicity in American Politics
SOC-207	Racial and Ethnic Relations
SOC-272	Indians of North America

### **Electives Providing Background and Context**

HIS-281	The Modern Middle East
HIS-283	Modern Latin America
HIS-284	Caribbean History
HIS-286	Modern East Asia
HIS-288	African History
HIS-341	China in Revolution
HIS-342	Women in East Asia
PHL-207	Asian Philosophy
POL-320	Politics of the Middle East
SOC-270	Africa
SPA-311	Latin-American/Latino Culture
SPA-325	Introduction to Latin-American/Latino Literature
SPA-426	Latin-American/Latino Film and Fiction

## **Philosophy**

### **Requirements for the Major**

(37 credits)

Course No.	Course Title	Credits
PHL-100	Plato and Aristotle	3
PHL-115	Ethics	3
PHL-210	Symbolic Logic	3
PHL-225	Modern Philosophy	3
PHL-494	Preparation and Research for Senior Philosophy Thesis	1
PHL-495	Senior Philosophy Thesis	3
	One 400-level philosophy seminar	3
	Four philosophy electives at the 300 level or above	12
	Two philosophy electives at any level	6

### **Requirements for the Minor**

(18 credits)

PHL-100	Plato and Aristotle	3
	One 400-level philosophy seminar	3

Four philosophy electives, including one at the 300-level or above

12

### **Requirements for the Ethics Minor**

(18 credits)

PHL-115	Ethics	3
PHL-360	Contemporary Ethics	3
	One 400-level philosophy seminar	3
	Three philosophy electives including one at the 300-level or above	9

### **Honors Program in Philosophy**

Honors in philosophy may be achieved, upon the recommendation of the department, by earning a 3.5 cumulative average in the discipline and completing the senior thesis with distinction.

## **Physics**

### **Requirements for the Minor**

(20 credits)

Course No.	Course Title	Credits
PHY-200	General Physics I	4
PHY-201	General Physics II	4
PHY-203	Introduction to Modern Physics	3
PHY-300	Mechanics	3
PHY-305	Electricity and Magnetism	3
	One other 300- or 400-level physics course	3

## **Political Science**

### **Requirements for the Political Science Major**

(42 credits)

Course No.	Course Title	Credits
<b>Political Science</b>		
POL-100	Introduction to American Politics*	3
POL-102	Understanding Politics*	3
POL-202	The Political System: Theories and Themes	3
POL-450	Seminar in Political Science	3
<i>One course from each of the following five subfields:</i>		15
<b>Political Theory</b>		
POL-239	Political Thinkers and Political Thought	
POL-340	Modern Democracy and Its Critics	
POL-342	Freedom and Authority	
POL-343	American Political Thought	
<b>American Politics</b>		
POL-235	Race and Ethnicity in American Politics	
POL-305	Political Parties and Electoral Behavior	
POL-312	Congressional Politics	
POL-313	The American Presidency	

## Law and Public Policy

POL-300	U.S. Constitutional Law
POL-301	Civil Liberties in the United States
POL-325	Public Sector Policy Analysis
POL-326	Power in American Politics

## Comparative Politics

POL-216	Comparative Political Systems
POL-320	Politics of the Middle East
POL-365	Third World Politics

## International Relations

POL-215	Global Politics
POL-225	Nationalism in World Politics
POL-321	International Law
POL-371	The Arab-Israeli Conflict
	Five political science electives, four of which must be at the 300 or 400 level    15

\*Must be taken in the freshman year.

## Requirements for the Minor

(21 credits)

Course No.	Course Title	Credits
POL-100	Introduction to American Politics	3
POL-102	Understanding Politics	3
	Five political science electives, three of which must be at the 300-level	15

## Pre-Law Concentration in Political Science

Courses offered under the pre-law concentration consider such subjects as the nature of law and legal reasoning, constitutional and statutory interpretation, the operation of the federal and state judicial systems, the operation of the criminal justice system, the development and application of the law of civil rights and civil liberties, and the interaction of legal and political considerations in the development and administration of public policy. Students majoring in political science with a pre-law concentration are assigned to work with the department's pre-law advisor.

## Internships

Internships are an integral part of a comprehensive political science education. Internships provide exposure to new fields, on-the-job experience, and a network of contacts that will help students succeed in the future. Beginning in the junior year, Rider students can arrange to do an internship during the fall, spring or summer for up to three (3) credits.

The Rebovich Institute for New Jersey Politics offers students assistance on how to write a resume, access an internship in government or politics, along with general career advice. The Rebovich Institute also offers several scholarships for students working in unpaid internships over the summer. In addition, the Rider-in-Washington, D.C., program offers qualified students a chance to intern in our nation's capitol over the course of a semester.

## Honors Program in Political Science

Majors who have completed eight courses in political science with a cumulative average of 3.5 may request candidacy for graduation with honors in political science. Students should submit to the chairperson of the department, early in their sixth semester (March 15 or October 15), an Independent Research and Study (490) project signed by a faculty sponsor and approved by the department. Applicants enroll in Political Science 490 in their seventh semester to develop a thesis proposal. Upon approval, the honors candidate will enroll in Political Science 499—Senior Honors Thesis, for six credits, in the last semester. A substantive research work should be presented no later than April 1 or November 1 before a committee made up of the thesis advisor and two faculty members approved by the department. Honors in political science are awarded upon the successful completion and defense of the thesis.

## Homeland Security

### Requirements for the Minor

(24 credits)

Course No.	Course Title	Credits
<b>Foundation Courses</b>		
HLS-100	Introduction to American Politics	3
HLS-202	The Political System: Theories and Themes	3
<i>Three courses from the following:</i>		
HLS-203	Homeland Security	9
HLS-204	Development and Structure of US Intelligence Community	
HLS-301	Civil Liberties in the United States	
HLS-325	Public Sector Policy Analysis	
<i>Three courses from the following:</i>		
HLS-219	Terrorism and Political Violence	9
HLS-300	U.S. Constitutional Law	
HLS-304	Political Behavior: Fear, Risk and Crisis	
HLS-308	Political Communication in Times of Crisis	
HLS-314	Congressional Power and National Security	
HLS-316	Presidential Power and National Security State	
HLS-350	U.S. Foreign and Security Policy	
HLS-351	Critical Views of Global Security	
HLS-361	The Judicial Process	
HLS-363	Human Rights in a Global Context	
HLS-491*	Internship in New Jersey Homeland Security	

\*Depending on eligibility and availability

## Political Communication

### Requirements for the Minor

(21 credits)

Course No.	Course Title	Credits
POL-307	Political Communication	3

<b>Communication</b>		
<i>Three courses from the following:</i>	9	
COM-105 Communication, Culture and Media*		
COM-205 Theories of Persuasion*		
COM-322 Argumentation and Debate		
COM-390 Communication and Society: The American First Lady or The Making of the President		
COM-391 Communication Criticism		
COM-393 International Communication		
<b>Political Science</b>		
<i>Three courses from the following:</i>	9	
GLS-180 Understanding Global Relations		
POL-210 Public Opinion		
POL-230 Methods of Political Analysis		
POL-247 Political Campaigning		
POL-295 Special Project: National Model United Nations**		
POL-295 Special Project: Presidential Election Poll** (only offered in presidential election years)		
POL-301 Civil Liberties in the United States		
POL-305 Political Parties and Electoral Behavior		
POL-306 Political Film		
POL-313 The American Presidency		
POL-315 Global Issues		
<b>Recommended Course</b>		
<i>One course from the following:</i>	4	
COM-490 Independent Research and Study		
COM-491 Internship in Communication		
POL-490 Independent Research and Study		
POL-491 Internship in Political Science		
*May not be counted toward the minor by Communication and journalism majors.		
**Only one special project may be counted toward the minor.		
<b>Psychology</b>		
<b>Requirements for the Major</b>		
(40-49 credits)		
<b>Note:</b> A grade of "C" or better is required in each Psychology course in order for the course to be counted toward the major.		
<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
<b>Psychology</b>		
PSY-100	Introduction to Psychology	3
PSY-105	Introduction to Research in Psychology	3
PSY-201	Statistics and Research Design	3
<b>Upper Division Methods Courses</b>		
<i>One course from the following:</i>	4	
PSY-302	Research Methods: Cognition with Lab	
PSY-303	Research Methods: Social Psychology with Lab	
PSY-335	Research Methods: Human Cognitive Neuroscience with Lab	
PSY-336	Research Methods: Animal Learning and Behavior with Lab	
PSY-340	Research Methods: Group Dynamics with Lab	
PSY-350	Research Methods: Developmental Psychology with Lab	
<b>Lower Level</b>		
<i>Four courses from at least three different areas:</i>	12	
<b>Applied</b>		
PSY-210	Organizational Psychology	
PSY-279	Psychology and Law	
<b>Adjustment and Psychopathology</b>		
PSY-220	Abnormal Psychology	
<b>Personality and Social</b>		
PSY-215	Personality	
PSY-218	Psychology of Women	
PSY-240	Social Psychology	
<b>Human Development</b>		
PSY-230	Child Development	
PSY-231	Youth and Adolescent Development	
<b>Cognition</b>		
PSY-225	Learning and Memory	
PSY-237	Cognitive Disabilities	
<b>Biological Foundations</b>		
PSY-238	Sensation and Perception	
PSY-255	Biopsychology	
<b>Upper Level</b>		
<i>Four courses from the following:</i>	12	
PSY-305	Theories of Psychotherapy	
PSY-312	Behavior Modification	
PSY-315	Psychological Tests	
PSY-325	Cognitive Development	
PSY-330	Developmental Disabilities	
PSY-333	Autism Spectrum Disorders	
PSY-345	Health Psychology	
PSY-365	Drugs and Human Behavior	
PSY-372	States of Consciousness	
PSY-374	Psychology of the Family	
PSY-375	Psychology and Film	
PSY-377	Developmental Psychopathology	
PSY-381	The Psychology of Gender	
PSY-382	Aging, Brain and Cognition	
<b>Capstone Experience</b>		
<i>Choose one capstone experience from the following:</i>	3-12	
<b>Applied Experience</b>		
EDU-465	Student Teaching and Seminar	

PSY-491 Internship in Psychology

#### **Foundations of Psychology**

PSY-400 Senior Seminar in Psychology

PSY-420 History of Psychology

PSY-490 Independent Research and Study

#### **Electives\***

PSY-295 Directed Study in Psychology

\*Does not satisfy requirements for the major.

#### **Requirements for the Minor**

(18 credits)

Course No.	Course Title	Credits
PSY-100	Introduction to Psychology	3
	Five psychology electives, including three at the 300-level or above	15

#### **Honors Program in Psychology**

A student may receive honors in psychology by fulfilling the following conditions beyond the basic requirements for the psychology major: complete one Independent Research and Study project (490); earn a cumulative average of 3.25 and an average of 3.5 in psychology at the time of graduation.

†Language courses may be waived upon demonstrated proficiency. One or two other courses must be substituted from any of the above.

## **Sociology**

#### **Requirements for the Major**

(42 credits)

Course No.	Course Title	Credits
<b>Sociology</b>		
SOC-101	The Sociological Imagination	3
SOC-201	Introductory Seminar in Sociology	3
SOC-301	Methods of Sociological Research	3
SOC-314	Social Theory	3
SOC-400	Senior Seminar in Sociology	3
<i>Three courses from the following:</i>		9
SOC-311	Social and Cultural Change	
SOC-315	Issues in Modern Social Theory	
SOC-317	Law and Lawyers	
SOC-330	Class and Economic Inequality	
SOC-340	Power and Politics	
SOC-355	Interpersonal Relations	
Six sociology electives		18

Seniors planning to attend graduate school should take the Graduate Record Examination, including the Advanced Test in Sociology.

#### **Requirements for the Minor**

(21 credits)\*

## **Russian Area Studies**

#### **Requirements for the Minor**

(21 credits)\*

Course No.	Course Title	Credits
RUS-200, 201	Russian III, IV†	6
IND-401	Seminar in Russian Area Studies	
or		
RUS-490	Independent Research and Study	3
<i>Four courses from the following, at least one from each group:</i>		12
HIS-273	Imperial Russia	
HIS-274	Modern Russia	
HIS-352	History of Socialism	
HIS-343	The Ottoman Empire and the Balkans	
LIT-310	Russian Literature from 988 to 1850	
LIT-311	Russian Literature from 1850 to 1917	
LIT-312	20th-Century Russian Literature	
LIT-313	Contemporary Russian Literature	
LIT-315	Tolstoy	
LIT-317	Dostoevsky	
LIT-330	Russian Culture	

#### **Optional Course**

ECO-365 The Post-Soviet Economy and U.S. Business

\*Of the 21 credit hours required, at least one course must be taken in two different disciplines—Russian literature and Russian history—unless they are requirements for the student's major.

## Social Work

### Requirements for the Minor

(18–21 credits)

Course No.	Course Title	Credits
SOW-200	Social Services and Social Work: An Introduction	3
SOW-300	Methods of Social Work Practice	3
SOW-301	Field Work Experience	3-6
<i>One course from each of the following two groups:</i>		6
<b>Group I</b>		
SOC-205	Families	
or		
SOC-248	Social Service Organizations	
or		
SOC-350	Social Policy	
<b>Group II</b>		
PSY-230	Child Development	
or		
PSY-231	Youth and Adolescent Development	
<i>One additional course in an area of concentration relevant to social work</i>		3

## Sustainability Studies

(23–24 credits)

Course No.	Course Title	Credits
<b>Foundation Courses</b>		
SUS-100	Introduction to Sustainability Studies	4
ENV-100	Introduction to Environmental Sciences	4
PHL-115	Ethics	3
<b>Economics and Business</b>		
<i>One of:</i>		
CIS-411	Green Computing	3
ENT-444	Green Entrepreneurialism	3
ECO-335	Economics of the Public Sector	3
ECO-350	Business Location and Environmental Scanning	3
<b>Experiential Learning</b>		
SUS-300	Internship or Independent Project	
<b>Disciplinary Explorations</b>		
<i>Select one:</i>		
AMS-250	America and the Future	3
AMS-304	Technology and Science in America	3
BHP-231	Natural Adventures: Journeys in American Ecology and History	3
BHP-232	Issues at the New Jersey Shoreline – Science and Politics	3
BHP-259	The Environment: A Conflict of Interest	3
BIO-350	General Ecology	4

ENG-322	Workplace Writing: Grant Proposals, Fundraising and Development	3
ENV-200	Statistical and Computer Applications in the Natural Sciences	4
ENV-205	Introduction to Geographic Information Systems	4
ENV-220	Weather and Climate Change	4
HIS-224	American Environmental History	3
PHL-203	Business Ethics	3
PHL-320	Philosophy of Science	3
POL-215	Global Politics	3
POL-238	Environmental Policy and Politics	3
POL-239	Comparative Environmental Policy	
SOC-225	Population Study	3
SOC-340	Power and Politics	3
SOC-350	Social Policy and Industrial Society	3
<b>Capstone Course</b>		
SUS-400	Seminar in Sustainability Studies	3

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## College of Continuing Studies

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[www.rider.edu/ccs](http://www.rider.edu/ccs)

# College of Continuing Studies

## ACADEMIC OPPORTUNITIES

Rider's commitment to the part-time student is as old as Rider itself. Established as a business school in 1865 to meet the needs of returning Civil War veterans, it included an evening program for people unable to attend during the day. Rider expanded over the years, and by 1962 the School of Business Administration, the School of Education and Human Services, the School of Liberal Arts and Science, and the Evening School had been established. In 1992, Westminster Choir College of Princeton merged with Rider to become Westminster Choir College, The School of Music of Rider College. In 1994, Rider was designated a teaching university by the New Jersey Board of Higher Education.

Recognizing that learning is a lifelong process and that part-time students need a variety of learning opportunities, Rider established the School for Continuing Studies in 1978, incorporating the Evening School. Students enroll in Continuing Studies for a variety of reasons: to earn degrees; to learn more about our complex society; to use expanding leisure time to update or upgrade professional skills; or to prepare for graduate school, certification, or career changes. Continuing Studies programs are responsive to all of these needs.

Students participating in the programs offered by the College of Continuing Studies (CCS) have various educational backgrounds and educational goals. Many enroll with high school backgrounds, while others bring college credits, undergraduate degrees, or even graduate degrees. Students enroll to earn associate or bachelor's degrees; to develop their professional capabilities; to prepare for graduate study; and to enrich their personal lives.

## FLEXIBLE COURSE FORMATS

The College of Continuing Studies offers courses in a variety of formats to meet the needs of the adult student's busy schedule. Students may take courses during the day, evening, every other week night or weekend. In addition, students may choose to take online courses. Some formats are restricted and may require a minimum GPA.

Day courses meet either twice a week for one and a half hours or three times a week for an hour. Day courses may start at 8 a.m. Evening courses meet once a week for three hours. Evening courses start at 6:30 p.m. Alternate weeknight or weekend courses meet every other week for three hours for a total of eight class meetings during a semester. Evening alternate courses start at 6:30 p.m. Weekend alternate courses are scheduled Friday at 6:30 p.m., Saturday morning or afternoon, or Sunday starting at 11 a.m. All online courses utilize Canvas – a web-based learning management system.

## SUMMER SESSION

Administered by CCS, the summer session provides students with an opportunity to enrich their personal or professional backgrounds; to complement work taken during the fall and spring semesters; and to accelerate their college programs.

Additional information about the summer session, including course offerings and application information, is available in the summer session catalog and on Rider's Web page [www.rider.edu/summer](http://www.rider.edu/summer). Inquiries about the summer session should be directed to CCS, 609-896-5033.

## DEGREES OFFERED

All CCS degrees may be earned by attending classes offered during the evening, day, online or weekends. See section titled Flexible Course Formats.

The bachelor and associate's degree programs offer students a unified body of course work culminating in a recognized credential. Through CCS, the part-time or full-time student may earn a Bachelor of Arts in Liberal Studies in six concentrations, a Bachelor of Arts in Psychology, a Bachelor of Arts in Public Relations or a Bachelor of Science in Business Administration in nine areas. Students completing any of these bachelor degree programs may seek additional study at the graduate level. See the section titled Office of Graduate Admission for more information.

The Bachelor of Science in Business Administration is conferred by the College of Business Administration. Within this degree program, students may choose from majors in Accounting, Advertising, Business Administration, Computer Information Systems (CIS), Entrepreneurial Studies, Finance, Human Resource Management, Management and Leadership, Marketing and

## ONLINE DEGREE COMPLETION IN GENERAL BUSINESS

Students may also seek an associate's degree, either as a goal in itself or as an intermediate step toward a bachelor's degree. Associate's degrees may be earned in Business Administration or General Studies. See the section titled Undergraduate Degree Programs for degree requirements.

## MINOR PROGRAMS

Students pursuing a Bachelor of Science in Business Administration or a Bachelor of Arts in Liberal Studies may select minors that are offered by the School of Liberal Arts and Sciences or the College of Business Administration.

Students are also encouraged to consult with their CCS advisor prior to declaring a minor.

Students interested in pursuing a minor need the approval of the chairperson of the minor program and the dean.

## BACHELOR'S DEGREE PROGRAMS

### Bachelor of Science in Business Administration (B.S.B.A.)

#### Common Curriculum Requirements

All students in Business Administration are required to take courses in business and non-business subjects. The purpose of these courses is to provide exposure in areas significant in the conduct of business, social and political affairs. Therefore, every candidate is required to complete specified courses in English, Accounting, Management Sciences, Economics, Finance, Management and Leadership, Marketing and two courses each in the natural sciences, social sciences, and the humanities.

Students are also required to complete a program of study prescribed by the major or program in which they are enrolled. At least nine semester hours of credit in the area of a student's major must be taken at Rider, except in the Accounting area where 12 semester hours are required. Students must complete 18 semester hours in their major, except for Accounting, Advertising, and Computer Information Systems.

Students are required to have 54 semester hours (junior standing) completed before enrolling in a 300- or 400-level business course.

Fifty percent of all business credits must be taken through Rider. Transfer students can bring in 30 credits plus Quantitative Methods, Statistical Methods I and II, Macroeconomics and Microeconomics. All business students must have a 2.0 GPA in their overall to graduate.

Of the 120 semester hours of credit required for graduation, at least 45 semester hours, including the last 30, must be taken at Rider.

#### Degrees

The CBA offers curricula at the undergraduate level leading to the degree of Bachelor of Science in Business Administration (BSBA). (For master's level work, see Graduate Academic Catalog section.)

#### Major Fields of Study

Students pursuing a bachelor of science in business administration through the College of Continuing Studies may choose major fields of professional study in accounting, advertising, business administration, computer information systems, entrepreneurial studies, finance, human resource management, management and leadership, marketing and the Online Degree Completion in General Business.

A student may elect to double major, but there is no guarantee that the student will be able to complete the second major within the 120 credit hours required for graduation.

#### Minor Fields of Study

Business students are permitted to take a minor in one of several fields in liberal arts and science. Students interested in such a program should consult with their CCS advisor for more information.

The CBA offers the following minors to nonbusiness students: a minor in advertising for communication majors, a minor in advertising for English majors; a minor in sales management, a minor in computer information systems, a minor in entrepreneurship, and a minor in general business for all nonbusiness majors.

In addition, the CBA offers a minor in the business of sports and health administration (open to all majors – business and nonbusiness).

#### Concentrations

In addition to minors and majors, students may choose a concentration in the area of entrepreneurial studies (entrepreneurial studies is also offered as a major) or in fraud and forensics specific to accounting and computer information systems majors.

#### Business Subjects

(60 credits)

##### Business Core (27 semester hours)

Course No.	Course Title	Credits
ACC-210	Introduction to Accounting	3
ACC-220	Managerial Uses of Accounting	3
ECO-200	Principles of Macroeconomics	3
ECO-201	Principles of Microeconomics	3
MGT-201	Fundamentals of Management and Organizational Behavior	3
MKT-200	Marketing Principles	3
FIN-220	Introduction to Finance	3
BUS-300	Social and Legal Environment of Business	3
BUS-400	Strategic Management and Policy	3

##### Leadership Elective (3 semester hours)

*Choose one of the following:* 3

MGT-355	Team Management
MGT-363	Management Skills

##### Business Analytics and Technology (9 semester hours)

Course No.	Course Title	Credits
CIS-185	Information Systems Essentials	3
CIS-385	Management Information Systems	3
MSD-340	Production and Operations	3

##### Professional Development (3 semester hours)

Course No.	Course Title	Credits
MGT-336	Career Management	3

##### Major Requirements (18 semester hours\*)

\*Accounting majors take 24 credits of major requirements. Computer Information Systems and Advertising majors take 21 credits of major requirements.

All Business students are required to choose 6 credits of International Business Electives that emphasize global business dynamics. Courses can be used as either a major or free elective. Students may choose from the following list of courses (3 credits each):

<b>Course No.</b>	<b>Course Title</b>		
ADV-369	International Advertising		Multicultural Studies
BUS-375	International Business Law		Political Science
CBA-315	Global Business Study Tour		Psychology
CBA-316	Nature's Business Study Tour		Social Work
CBA-317	Emerging Nations Study Tour		Sociology
CBA-490	Independent Study: Global Business		
CIS/GSC-375	Advanced Seminar in Global Outsourcing		<b>Humanities Elective</b>
ECO-305	International Trade and Investment		<i>Selected from the following subject areas:</i>
ECO-315	Comparative Economic Systems		English
ECO-365	The Post-Soviet Economy		Literature
ENT-375	International Entrepreneurship		Fine Arts (Art, Dance, Music, Theater)
FIN-308	International Finance		Foreign Languages and Literatures (Chinese, French, German, Italian, Russian, Spanish)
GSC-315	Global Supply Chain Study Tour		Philosophy
MGT-375	International Management		
MKT-330	International Marketing		<b>Global/Cultural Liberal Arts Electives</b>
<b>Non-business Subjects (33 semester hours)</b>			<b>6</b>
In addition to the business subjects, the student must acquire at least 33 semester hours in liberal arts and sciences and statistics courses.			
<b>Communications (9 semester hours)</b>			
<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>	
CMP-120	Expository Writing	3	CHI-311 Calligraphy as a Window to Chinese Language and Culture
CMP-125	Research Writing		CHI-310 Chinese Culture and Civilization
<i>or</i>			CHI-307 Images of Women in Chinese Literature & Film
CMP-203	Literature and Composition	3	COM-252 Intercultural Communication
COM-290	Professional and Strategic Speech	3	COM/GLS-352 Chinese and American Intercultural Communication
<b>Numerical Literacy (9 semester hours)</b>			
<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>	
MSD-105	Quantitative Methods for Business	3	COM/GLS-393 International Communication
MSD-200, 201	Statistical Methods I, II	6	FRE-311 French Culture
<b>Electives (15 semester hours)*</b>			GER-310 German Culture
<b>Natural Sciences Elective</b>			GLS-180 Understanding Global Relations
<i>Selected from the following subject areas:</i>			GLS-200 Social Construction of Global Society
Behavioral Neuroscience			GLS-201 Politics of the Global Economy
Biochemistry			GLS-285 The Student Global Village
Biology			GLS-295 Emerging Issues in Global Studies
Chemistry			GLS-310 Ethnographic Film
Environmental Science			GLS-325 Global Perspectives on Health and Illness
Geosciences			GLS-447 Global Literature
Marine Sciences			GLS-491 Internship in Global and Multinational Studies
Physics			HIS-201 African American History
<b>Social Science Elective</b>			HIS-215 Europe Since 1715
<i>Selected from the following subject areas:</i>			HIS-266 Modern Britain
American Studies			HIS-269 Women in Europe
Communication			HIS-274 Modern Russia
Gender Studies			HIS-275 Italy from the Middle Ages to the Present
History			HIS-280 Vietnam in Peace and War
Law and Justice			HIS-281 The Modern Middle East
			HIS-282 Colonial Latin America
			HIS-283 Modern Latin America
			HIS-284 Caribbean History
			HIS-285 Traditional China and Japan
			HIS-286 Modern East Asia
			HIS-287 China in Revolution
			HIS-288 African History
			HIS-289 History of Modern Japan

HIS-295	Native American History
HIS-307	The Immigrant in American Life
HIS-339	Women in East Asia
ITA-310	Italian Culture and Civilization
LIT-250	Masterworks of Western Literature I
LIT-251	Masterworks of Western Literature II
LIT-311	Russian Literature
LIT-330	Russian Culture
MUS/GLS-309	World Music
PHL-207	Asian Philosophy
PHL-348	Indian Philosophy
PHL-358	Chinese Philosophy
PHL-368	Japanese Philosophy
POL/GLS-215	Global Politics
POL-216	Comparative Political Systems
POL-218	Asian Political System
POL/GLS-225	Nationalism in World Politics
POL-255	European Politics
POL-272	Politics of Latin America
POL-307	Political Communication
POL/GLS-315	Global Issues
POL-320	Politics of the Middle East
POL-321	International Law
POL/GLS-329	Comparative Environmental Policy
POL-364	Chinese Politics
POL/GLS-365	Third World Politics
POL-366	Communist Systems: Politics and Policies
POL/GLS-367	Politics of Exile, Asylum and Diaspora
POL/GLS-368	International Organizations
POL-371	The Arab-Israeli Conflict
SOC-311	Social and Cultural Change
SOC-341	Developing Societies
SPA-310	Spanish Culture and Civilization
SPA-311	Latin-American/Latino Culture
Foreign Language Electives at the 101-level or above	

#### Free Electives (27 semester hours)\*

The minimum requirements in business and non-business subjects normally leave a student with an additional 27\* semester hours that must be completed to satisfy the 120 required for graduation.

Free elective hours may be taken in any department at Rider, provided the student meets the requirements imposed by the department offering the course. Courses from a second major may be used to fill the free elective hours.

Free elective hours can be used to fulfill the International Business Elective requirements. Courses from a second major or a minor may also be used to fill the free elective hours.

**\*Note:** Accounting, Advertising and Computer Information Systems majors have a reduced number of free elective hours due to the additional major requirements.

## MAJOR FIELDS OF STUDY

### Accounting

The Department of Accounting strives to provide our students with an intellectually rewarding education that enables them to pursue a variety of possible career paths in the profession.

We support the mission of the college and University in fostering a challenging, yet supportive, learning environment. We recognize the need for our curricula to provide for student technical accounting competencies, for skill building and for an appreciation of interdisciplinary linkages to accounting. We value development in such areas as written and oral communications, information technology, ethics and global business perspectives.

Department faculty are dedicated to effective teaching. We recognize also the need to contribute intellectually to both the practice and pedagogy of accounting. We value our ability to provide service to our stakeholders and recognize a responsibility to work constructively with students, alumni, accounting professionals and members of the community to meet the challenges of a changing marketplace and profession.

The primary objective of the accounting curriculum is to offer courses that will give students a practical and conceptual understanding of accounting methods and techniques, with the ultimate aim of preparing them for continuing education and employment and advancement in the fields of private, public or governmental accounting. Class discussions, selected problems, and assigned and suggested readings are directed toward teaching the student to read, analyze and think critically, to exercise independent judgment, to apply appropriate technology, and to develop an awareness of ethics, social and legal responsibility.

#### Requirements for the Major

(24 credits)

Course No.	Course Title	Credits
ACC-302	Cost Management	3
ACC-310, 311	Accounting Theory and Concepts I, II	6
ACC-320	Accounting Information Systems	3
ACC-400	Auditing and Corporate Governance	3
ACC-405	Accounting Problems and Practice I	3
ACC-406	Integrative Professional Capstone*	3
ACC-410	Fundamentals of Federal Taxation	3

\*Students who are accepted into the MAcc program after 90 credit hours may substitute a required graduate accounting course for ACC-406. Students who do not take ACC-406 must take an additional free elective in order to meet the 120 required credits at the baccalaureate level.

Students desiring to become certified public accountants (CPAs) will be required to have 120 credit hours of education to take the CPA exam and have completed 150 credit hours of education for licensure. Rider accounting majors may graduate after four years (120 credit hours) or seek to achieve the additional credit hours directly through admission to the master of accountancy (MAcc) program at the University. It is

possible to apply to the MAcc program at Rider after completion of 90 credit hours. Undergraduate accounting majors are encouraged to work closely with their advisor to select courses which will best address their career and certification plans. Students should consult the specific certification requirements of the state jurisdiction in which they plan to become certified and plan accordingly.

Students majoring in accounting must receive a grade of at least "C-" in a prerequisite course for any advanced course in accounting, and must have a cumulative average of at least 2.0 in the major.

## Advertising

Advertising students are required to complete a minor in Multimedia Communication and Web Design, which prepares them for the increasingly interactive nature of the advertising field. Focusing on the fundamentals in Internet advertising and Internet marketing, students learn the theory and skills used in advertising design, computer graphics and multimedia development for the Internet. Graduates of this program can pursue job opportunities in interactive advertising agencies and other organizations that consider this specialization an integral part of their marketing efforts, as well as, effectively compete for positions in traditional advertising agencies.

### Core Requirements for the Major

(21 credits)

Course No.	Course Title	Credits
ADV-200	Advertising Principles	3
ADV-311	Advertising Copy and Layout	3
ADV-315	Media Planning and Strategy	3
ADV-370	Interactive Advertising	3
ADV-435	Advertising Campaigns	3
MKT-320	Consumer Behavior	3
MKT-366	Marketing Research	3

### Required Minor in Multimedia Communication and Web Design

(21 credits)

Course No.	Course Title	Credits
COM-212	Publication Design	3
COM-261	Multimedia Production I	3
COM-360	Advanced Publication Design	3
COM-364	Multimedia Production II	3
COM-460	Multimedia Production III	3
ADV-311	Advertising Copy and Layout	3
CIS-185	Information Systems Essentials	3

### Social Science Requirement

(3 credits)

Course No.	Course Title	Credits
PSY-100	Introduction to Psychology	3

For graduation, students must achieve an overall GPA of 2.0 or higher in the major, with no course grade less than "C-".

## Business Administration

The business administration major requires completion of 18 semester hours. For graduation, students must achieve an overall GPA of 2.0 in the major. Business administration majors may not count more than six semester hours or two courses toward a different major.

This major provides a strong grounding in all areas of managing large and medium businesses and is appropriate for those who do not wish to specialize in a particular functional area. It is useful for:

- those who may want to enter a management training program with a future employer;
- those who may want to attend graduate school in fields such as business or law.

### Requirements for the Major

(18 credits)

*Courses are to be selected as specified below:*

One upper-level economics elective	3
One upper-level finance elective	3
One upper-level management or human resources elective	3
One marketing elective	3
<i>Two upper-level business electives that may include:</i>	
BUS-491      Business Administration Internship or BUS-490      Independent Research Study	6

Courses listed in the business core may not be used for filling the requirements of the business administration major.

## Computer Information Systems

Students with a major in computer information systems (CIS) develop a solid understanding of the use, design, development and management of information systems and information technology. CIS majors at Rider University prepare for a variety of professional career paths. They develop expertise with various application development and networking tools, and discover how the effective use of information systems can create new business opportunities in addition to solving existing business problems.

All of the CIS courses are designed to give students the opportunity to develop and manage projects that can be applied immediately to real organizational settings. Increasingly, firms seeking individuals with a technological specialization expect outstanding organizational communications, and interpersonal skills, in addition to excellent analytical skills. To that end, many of the CIS course projects are designed to encourage students to develop and utilize these competencies.

CIS majors begin with CIS-185 Information Systems Essentials, which is also required of all business majors. This course introduces them to software including Microsoft XP, Office, and SAP R/3. After satisfactorily completing this course, students may pursue the CIS major.

The required CIS core includes Introduction to Programming, Networking and Telecommunications, and Database Management. Additionally, each CIS major will choose from one of three model plans of study and take at least three courses in the plan, plus one additional CIS elective of their choice. The three models include E-Business and Multimedia, Networks and Enterprise Management, and Applications Development. Each model prepares the student for a focused career path in information technology. The choice of elective enables the student to further develop a concentration in a particular area or round out his/her knowledge base. In addition, all CIS students are encouraged to participate in a full-semester co-op or a summer internship experience during their junior year. Students work with their CIS advisors to develop a plan of study that best meets their needs.

In their junior year, CIS majors take CIS-385 Management Information Systems, which focuses on the use and management of information technology for the strategic and competitive advantage of an organization. This is also a requirement for all business majors at Rider. This course emphasizes the importance of integrating enterprise-wide resources for maximum organizational effectiveness.

### **More than just a major**

The CIS internship program is offered to students during the summer between their junior and senior year. This is also a full-time commitment, but only for the summer. The summer internship is a 3-credit learning experience.

- A CIS minor is available to all non-business majors at Rider.
- At the graduate level, there is a Computer Information Systems (CIS) concentration. The CIS concentration is an option to all MBA, MAcc, and MOL (Masters in Organizational Leadership) students.
- Rider's CIS Department is a member of the Oracle Academic Initiative, the SAP University Alliance and the Microsoft Developer's Network (MSDN).
- The CIS and Accounting Departments have joined with East Stroudsburg University and Drexel University in the Cyber-crime and Forensics Institute. Rider's Center for Business Forensics offers research and educational programs in fraud and cyber-crime prevention and investigation.

### **Computer Information Systems Major**

(21 credits)

#### **Required Core (9 semester hours)**

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
CIS-200	Introduction to Programming	3
CIS-270	Networking and Telecommunications	3
CIS-330	Database Management	3

*Choose 3 from one of the following tracks, plus one additional CIS course (12 semesters hours):*

#### **E-business and Multimedia**

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
CIS-195	Internet Application Development	3

CIS-255	Introduction to Game Design and Development	3
CIS-260	Business Graphics	3
CIS-300	Object-oriented Programming	3
CIS-325	User-centered Design	3
CIS-340	Electronic Commerce	3
CIS-370	Systems Analysis and Design Project	3
CIS-390	Project Management	3
CIS-430	Enterprise Systems Integration	3

#### **Network and Enterprise Management**

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
CIS-309	Data Structures and Computer Architecture	3
CIS-315	Integrated Business with SAP	3
CIS-319	Computer Forensics	3
CIS-320	Systems Administration	3
CIS-340	Electronic Commerce	3
CIS-360	Data Mining	3
CIS-375	Advanced Seminar in Global Outsourcing	3
CIS-390	Project Management	3
CIS-420	Enterprise Security	3
CIS-430	Enterprise Systems Integration	3

#### **Applications Development**

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
CIS-195	Internet Application Development	3
CIS-255	Introduction to Game Design and Development	3
CIS-260	Business Graphics	3
CIS-300	Object-oriented Programming	3
CIS-309	Data Structures and Computer Architecture	3
CIS-315	Integrated Business with SAP	3
CIS-319	Computer Forensics	3
CIS-325	User-centered Design	3
CIS-360	Data Mining	3
CIS-370	Systems Analysis and Design Project	3
CIS-390	Project Management	3
CIS-430	Enterprise Systems Integration	3

For graduation, the student must achieve an overall GPA of 2.0 in the major, with no course grade less than "C-".

### **Entrepreneurial Studies**

This major is intended for those who want to:

- start their own business;
- join a family business;
- work for a small company;
- develop entrepreneurial thinking.

## Requirements for the Major

(18 credits)

Course No.	Course Title	Credits
ENT-348	Small Business Management	3
ENT-335	Small Business Tax Planning*	3
<i>Three of the following, at least one of which must be an ENT-prefixed course:</i>		
BUS-210	Introduction to Law: Contracts	3
CIS-325	User-Centered Design	3
or		
CIS-340	Electronic Commerce	3
ENT/FIN-350	Entrepreneurial Finance	3
ENT-360	Family Business Management	3
ENT-375	International Entrepreneurship	3
ENT-420	Student Venture Experience	3
ENT-444	Special Topics in Entrepreneurial Studies	3
ENT-448	Seminar in Small Business Consulting	3
ENT-490	Independent Study	3
MGT-310	Introduction to Human Resource Management	3
or		
MGT-363	Management Skills	3
MKT-350	Retailing Management	3
<i>One integrative experiential course:</i>		
ENT-410	New Venture Planning	3

\*Accounting majors double majoring in Entrepreneurial Studies may substitute ACC-410 Fundamentals of Federal Taxation for the ENT-335 requirement.

For graduation, students must achieve an overall 2.0 GPA in the major, with no course grade less than "C-".

Students are also encouraged to take ENT-491 Entrepreneurial Studies internship as a free elective.

## Finance

The finance program is designed to meet the needs of students who have a variety of career goals. In many types of jobs, it is essential that one understand the process of financial decision-making and the environment in which those decisions take place. To provide this understanding, the major combines a solid analytical foundation with broad coverage on how the financial system operates.

Programs of study are structured to benefit students who will enter both finance and non-finance careers. In addition, many individuals who have decided to pursue advanced professional degrees have found the finance program to be quite valuable. In short, even if you are not certain whether your career will be in a traditional finance specialization, it is quite possible that finance courses will be very useful in your personal and professional life.

There is considerable flexibility in arranging individual programs of study within the major. Students may choose a well-rounded exposure to the many facets of financial decision-making. They may select cours-

es in such areas as investment analysis, financial modeling, corporate financial management, banking and financial markets, real estate, and personal financial planning.

## Requirements for the Major\*

(18 credits)

### Group A: Three courses required:

Course No.	Course Title	Credits
FIN-307	Financial Markets and Institutions	3
FIN-309	Intermediate Corporate Finance	3
FIN-312	Investments	3

### Group B:

Three finance electives (300–400 level), excluding Finance Internship and Finance Co-op. For entry into the Finance major, students need at least a "C-" in FIN-220 Introduction to Finance

Students must achieve a grade of at least "C-" in each of the major courses with a minimum GPA of 2.0 in the major. The following are recommended to those interested in the career areas specified below:

### Corporate Financial Management:

FIN-330 Corporate Cash Management

### Investment Analysis:

FIN-312 Investments and FIN-412 Investment Analysis and Portfolio Management

### Casework in Computerized Financial Models:

FIN-315 Financial Modeling

\*Because the field is closely related to finance, majors are encouraged to take advanced courses in accounting. Among the most useful accounting courses are ACC-310 and ACC-311, Accounting Theory and Concepts I and II.

## Special Double Major Opportunities

The finance department believes that recognition and credit should be given to the significant amount of finance-related material that is included in the programs for accounting majors. As a result, students who are finance and accounting double majors can reduce the number of required finance courses from six to five. Details are available from the CBA Dean's office or from the chairperson of the finance department.

## Human Resource Management

Human Resource Management (HRM) professionals perform many vital business activities in organizations. HRM professionals establish and implement policies that affect such organizational functions as recruitment, selection, training and development, performance management, compensation and benefits. Additionally, they may be involved with human resource planning, job design and developing and implementing strategy. HRM professionals also take on responsibility for making sure that all aspects of organizational operations are in full compliance with equal employment opportunity legislation and other employment laws. Our HRM major provides a strong foundation for successful careers in all of the above activities.

**Requirements for the Major**

(18 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
MGT-310	Introduction to Human Resource Management	3
<i>PLUS five of the following courses, including at least three of the first five listed:</i>		15
HRM-312	Introduction to Labor Relations	3
HRM-313	Legal Aspects of Human Resource Management	3
HRM-315	Employee Selection and Training	3
HRM-316	Employee Compensation Systems	3
MGT-320	Managing Workforce Diversity	3
MGT-336	Career Management	3
MGT-346	Negotiation	3
MGT-355	Team Management*	3
MGT-363	Management Skills*	3
MGT-375	International Management	3
ENT-348	Small Business Management	3
HRM-441	Selected Topics in Human Resource Management	3
HRM-490	Independent Research Study	3

\*Human Resource Management majors have the option of completing MGT-355 Team Management or MGT-363 Management Skills for their major requirements as well as for their Leadership Elective requirement. If a student chooses to count MGT-355 or MGT-363 toward both the major requirement and the Leadership Elective, the student must complete 3 credits of free elective for graduation.

An average grade of "C" or better is required in the 18 semester credit hours required of the human resource management major. Majors are encouraged to take HRM-492 Internship in Human Resource Management as a free elective.

**Management and Leadership**

The manager's job is fast-paced and requires the ability to make decisions and facilitate the work of others. The management and leadership major gives students the knowledge and skills they need to compete in a rapidly changing global marketplace. Firms of all sizes and in all fields need good managers who know how to motivate subordinates, manage teams, resolve conflicts, and lead by example. Businesses want new employees who can handle themselves as subordinates, supervisors, and team members. Whether students are looking for a position with a medium to large organization or thinking of starting companies of their own, the management and leadership major provides the knowledge and skills they will need to be successful.

**Requirements for the Major**

(18 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
MGT-355	Team Management*	3
MGT-363	Management Skills*	3
<i>Plus four of the following courses:</i>		12
ENT-348	Small Business Management	3

MGT-310	Introduction to Human Resource Management	3
MGT-320	Managing Workforce Diversity	3
MGT-336	Career Management	3
MGT-346	Negotiation	3
MGT-375	International Management	3
MGT-421	Selected Topics in Management and Organizational Behavior	3
MGT-490	Independent Research and Study	3

\*Management majors have the option of completing MGT-355 Team Management or MGT-363 Management Skills for their major requirements as well as for their Leadership Elective requirement. If a student chooses to count MGT-355 or MGT-363 toward both the major requirement and the Leadership Elective, the student must complete 3 credits of free elective for graduation.

An average grade of "C" or better is required in the 18 semester credit hours that are required for the management and leadership major. Majors are encouraged to take MGT-491 Internship in Management and Leadership as a free elective.

**Management and Leadership/  
Human Resource Management Double Major****Requirements for the Double Major**

(30 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
MGT-310	Introduction to Human Resource Management	3
MGT-355	Team Management*	3
MGT-363	Management Skills*	3
<i>Plus seven of the following courses, including at least three of the first five listed:</i>		21
HRM-312	Introduction to Labor Relations	3
HRM-313	Legal Aspects of Human Resource Management	3
HRM-315	Employee Selection and Training	3
HRM-316	Employee Compensation Systems	3
MGT-320	Managing Workforce Diversity	3
MGT-336	Career Management	3
MGT-346	Negotiation	3
ENT-348	Small Business Management	3
MGT-375	International Management	3
MGT-421	Selected Topics in Management and Organizational Behavior	3

or

HRM-441	Selected Topics in Human Resource Management	3
<i>(either 421 or 441 can be taken, not both)</i>		

HRM-490	Independent Research Study	3
MGT-490	Independent Research Study	3

\*Management and Human Resource Management double majors have the option of completing MGT-355 Team Management or MGT-363 Management Skills for their major requirements as well as for

their Leadership Elective requirement. If a student chooses to count MGT-355 or MGT-363 toward both the major requirement and the Leadership Elective, the student must complete 3 credits of free elective for graduation.

An average grade of "C" or better is required in the 30 semester credit hours that are required for the management and leadership and human resource management double major. Majors are encouraged to take either MGT-491 Internship in Management and Leadership OR HRM-492 Internship in Human Resource Management as a free elective.

## Marketing

The marketing major prepares students for a broad array of careers in such fields as sales, retailing, promotion, distribution, customer service, marketing research and others. Possible employment opportunities can be found with profit or nonprofit and public or private organizations marketing goods or services to consumers, businesses or other organizations.

### Requirements for the Major

(18 credits)

Course No.	Course Title	Credits
MKT-366	Marketing Research	3
MKT-460	Marketing Management Seminar	3
<i>Four additional courses from the following list are required for the major:</i>		
ADV-200	Advertising Principles	3
ADV-311	Advertising Copy and Layout	3
ADV-315	Media Planning and Strategy	3
ADV-369	International Advertising	3
ADV-370	Interactive Advertising	3
MKT-250	Retailing Management	3
MKT-260	Services Marketing	3
MKT-305	Social Issues in Marketing	3
MKT-310	Business to Business Marketing	3
MKT-320	Consumer Behavior	3
MKT-330	International Marketing	3
MKT-340	Personal Selling	3
MKT-345	Customer Focus in the Supply Chain	3
MKT-370	Internet Marketing	3
MKT-380	Healthcare Marketing	3
MKT-440	Sales Management	3
MKT-469	Selected Topics in Marketing	3

\*Students cannot receive credit for both ADV-370 and MKT-370.

Students interested in retailing usually choose: MKT-250 Retailing Management, MKT-320 Consumer Behavior, and MKT-440 Sales Management.

Students interested in business-to-business marketing usually choose: MKT-310 Business to Business Marketing, MKT-340 Personal Selling, and MKT-440 Sales Management.

Students interested in marketing research usually choose: MKT-320 Consumer Behavior and MKT-366 Marketing Research.

For graduation, students must achieve an overall GPA of 2.0 or higher in the major, with no course grade less than "C-". Majors are encouraged to take additional marketing and advertising courses to satisfy free elective requirements.

## Entrepreneurial Studies (ES) Concentration

The ES concentration is an option for any business student desiring to focus on starting a new venture, or working in a small or family firm environment. The concentration must be taken with another major in the College of Business Administration.

The ES concentration requires four business courses as outlined below (courses to be counted as either major or free electives):

Course No.	Course Title	Credits
ENT-348	Small Business Management	3
ENT-410	New Venture Planning	3
<i>Two of the following courses, one of which must be an ENT-prefixed course:</i>		
BUS-210	Introduction to Law: Contracts	
CIS-260	Business Graphics	
<i>or</i>		
CIS-340	Electronic Commerce	
ENT-335	Small Business Tax Planning*	
ENT/FIN-350	Entrepreneurial Finance	
ENT-360	Family Business Management	
ENT-375	International Entrepreneurship	
ENT-420	Student Venture Experience	
ENT-444	Special Topics in Entrepreneurial Studies	
ENT-448	Seminar in Small Business Consulting	
ENT-490	Independent Study	
MGT-310	Introduction to Human Resource Management	
<i>or</i>		
MGT-363	Management	
MKT-250	Retailing Management	

\*Accounting majors can substitute ACC-410 Fundamentals of Federal Taxation for ENT-335.

Students must achieve an overall 2.0 GPA in the concentration, with no course grade less than "C-".

## Fraud and Business Forensics Concentration

A concentration in Fraud and Business Forensics consists of four courses that can be completed as part of the undergraduate Accounting or Computer Information Systems program. The concentration prepares students for a career in the field of fraud investigation and forensics by providing skills and tools to both prevent fraud from occurring and discovering fraud after it has occurred.

### Required Courses

Course No.	Course Title	Credits
ACC-325	Fraud Examination and Business Forensics	3
BUS-425	Evidence Management and Presentation	3

ACC-450	Business Forensic Applications or	
ACC-321	Internal Auditing	3
<b>Accounting Track:</b> <i>Choose one of the following:</i>		3

ACC-320	Accounting Information Systems	
ACC-400	Principles of Auditing and Corporate Governance	

**Computer Information Systems Track:**

CIS-370	Systems Analysis and Design Project	3
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Students must achieve a minimum 2.5 GPA in the coursework required for the concentration, with no grade lower than a "C" in any course in the concentration.

Online Business Degree Completion Program - Bachelor of Science in Business Administration with a major in General Studies

This online degree completion program focuses on giving transfer students the credentials needed for professional advancement.

**This program will provide students with:**

- Student-centered online classes with the same level of academic rigor and quality instruction found in our traditional classroom setting.
- Courses taught by skilled business faculty with a special interest in working with adult learners and online instruction.
- Engaging and highly individualized learning experience offering relevant knowledge that students can immediately apply on the job.
- The opportunity to network and study with adults from diverse career backgrounds.
- The option of taking selected classes on site at Rider's Lawrenceville campus.

In this program, students will have full access to the resources of Rider's College of Continuing Studies (CCS), which offers extensive support services for adult learning including:

- skilled professional advisement to help identify the most efficient and effective ways to meet the student's academic and career goals;
- academic tutoring services;
- financial aid counseling; and
- career planning opportunities.

**Curriculum Requirements**

The program of study will vary depending upon your academic background and successfully completed coursework. A transfer credit evaluation will determine the number of credits to be completed at Rider.

At least nine semester hours of credit in the area of a student's major must be taken at Rider. Students must complete 18 semester hours in their major.

Students are required to have 54 semester hours (junior standing) completed before enrolling in a 300- or 400-level business course.

Transfer students can bring in 30 credits in business plus Quantitative Methods, Statistical Methods I and II, Macroeconomics and Microeconomics. All business students must have a 2.0 GPA in their major overall to graduate.

Of the 120 semester hours of credit required for graduation, at least 45 semester hours, including the last 30, must be taken at Rider.

**The full program of study includes the following areas:****Business Core**

(24 credits)

Course No.	Course Title	Credits
ACC-210	Introduction to Accounting	3
ACC-220	Managerial Uses of Accounting	3
MGT-201	Fundamentals of Management and Organizational Behavior	3
MKT-200	Marketing Principles	3
FIN-220	Introduction to Finance	3
BUS-300	Social and Legal Environment of Business	3
BUS-400	Strategic Management	3
CIS-385	Management Information Systems	3

**General Business Major**

(18 credits)

*Choose six of the following (ECO, MKT and MGT must be represented):*

Course No.	Course Title	Credits
CIS-260	Business Graphics	3
CIS-270	Networks and Telecommunications	3
CIS-325	User-Centered Design	3
CIS-340	Electronic Commerce	3
ECO-330	Labor Market Analysis	3
ECO-335	Economics of the Public Sector	3
ECO-336	Economics of the Healthcare Sector	3
MGT-310	Human Resource Management	3
MGT-375	International Management	3
MKT-250	Retailing Management	3
MKT-260	Services Marketing	3
MKT-320	Consumer Behavior	3
MKT-330	International Marketing	3
MKT-370	Internet Marketing	3

**Business Electives**

(6 credits)

Two upper level business electives

6

**International Business Requirement**

Students are required to choose an elective course that emphasizes global business dynamics. Courses can be used as either a major, business elective or free elective.

**Non-Business Core (45 semester hours)**

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
CMP-120	Expository Writing	3
CMP-125	Research Writing	3
COM-290	Professional and Strategic Speech	3
CIS-185	Information Systems Essentials	3
ECO-200	Principles of Macroeconomics	3
ECO-201	Principles of Microeconomics	3
MSD-105	Quantitative Methods for Business I	3
MSD-200	Statistical Methods I	3
MSD-201	Statistical Methods II	3

**Non-Business Electives**

(30 credits)

Natural Science	6
Humanities	6
Social Science	6

**Liberal Arts Electives\* (12 semester hours) \*\*****Science**

- Behavioral Neuroscience
- Biochemistry
- Chemistry
- Environmental Science
- Geosciences
- Marine Sciences
- Physics

**Social Studies**

- American Studies
- Communication
- Gender Studies
- History
- Law and Justice
- Multicultural Studies
- Political Science
- Social Work
- Sociology
- Psychology

**Humanities**

- English
- Literature
- Fine Arts: (Art, Dance, Music, Theater)
- Foreign Language and Literature:  
(Chinese, French, German, Italian, Russian, Spanish)
- Philosophy

\*\*Upper-level economics courses (300 and 400 levels) may be used as business or free electives only; they may not be used as liberal arts electives. A student may use Intermediate Macroeconomics (ECO-210) or Intermediate Microeconomics (ECO-211) as liberal arts electives, the other course (or both) can be business or free elective.

**†Free Electives (15 semester hours)\***

The minimum requirements in business and nonbusiness subjects normally leave a student with an additional 15\* semester hours that must be completed to satisfy the 120 required for graduation.

Free elective hours may be taken in any department at Rider, provided the student meets the requirements imposed by the department offering the course. Courses from a second major may be used to fill the free elective hours.

**Bachelor of Arts (B.A.) in Liberal Studies**

This degree program enables students, through a variety of learning experiences, to consider life in the contemporary world. The curriculum provides for development of writing, speaking, quantitative, and critical thinking skills and exposes students to bodies of knowledge shared by educated persons. Offered for adult students enrolled in CCS, the program provides an opportunity for students to share common learning experiences and to develop personal plans of study for career advancement, personal growth and graduate study.

The program consists of five major learning areas:

<b>Course Area</b>	<b>Credits</b>
<i>Liberal studies core</i>	6
Basic core	15-16
Areas of knowledge	33-35
Concentration	36
Free electives	28-30

A candidate for graduation must complete a minimum of 120 credits. Of the required 120 credits, 36 must be in upper-level courses, as determined by the respective departments, including three credits from the liberal studies core and 18 from the concentration. A maximum of 30 credits from outside the arts and sciences may be presented for graduation.

**Liberal Studies Core**

The liberal studies core consists of two courses. The first course permits students to examine the liberal arts in the historical perspective. This course considers the structure of knowledge and liberal education as it evolved historically and surveys the different ways of knowing. The second course, a senior seminar taken during the final two semesters prior to graduation, encourages students to examine a variable set of permanent problems in humanistic debate and learning, emphasizing the nature of critical thinking. Through a seminar approach, the course provides an opportunity for students to relate the humanistic values of the liberal tradition to the ever-changing society in which they live.

**Liberal Studies Core (6 semester hours)**

LIB-200	Liberal Arts: Introduction to Liberal Studies
LIB-400	Liberal Arts: Seminar in Liberal Studies

## **Basic Core**

The basic core is designed to assist students in the development of writing, speaking, computing, and quantitative skills. The quantitative skills requirement can be met by successfully completing one course in college-level mathematics or statistics.

## **Basic Core**

(15 -16 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
CMP-120	Expository Writing	3
CMP-125	Research Writing	3
COM-104	Speech Communication	3
	Math elective	3-4
	Information technology	3

## **Areas of Knowledge (33-35 semester hours)**

The areas of knowledge provide exposure to four broad areas of knowledge, and students select two or three courses from each of the four areas. At least two disciplines must be represented in each area. No more than three courses from any one discipline may be used to meet the areas of knowledge requirement. Students are urged to consult with their advisors before selecting courses for the areas of knowledge to ensure that courses chosen meet the requirements. The areas include:

### **The Historical Perspective**

(9 credits)

To comprehend the contemporary world, one must appreciate that it is the result of historical evolution and that this process of change continues today. Our society should not be understood as rigid or absolute but as part of a historical continuum.

### **The Artistic and Intellectual Perspective**

(9 credits)

This area recognizes that intellectual creativity is an ability that is unique to humans. People, alone, have produced works of art and developed systematic bodies of thought. Thus, to understand people is to know them in this special role.

### **The Contemporary Perspective**

(9 credits)

To understand daily lives in the modern world, one must understand the dynamics of modern society and the forces that influence the course of living and working in the world.

### **The Natural World**

(6-8 credits)

This area represents a recognition of the impact of the natural world on life and on human behavior and examines the impact of a technological society on the natural world.

## **Concentration**

(36 credits)

The six concentrations are multidisciplinary and acknowledge the personal interests and professional objectives of adult students. In addition, to accommodate needs and interests not served by one of the concentration areas, students may propose concentrations of individual design. These proposals must be approved by the College of Continuing Studies' Academic Policy Committee and a faculty committee on individual study. In meeting the concentration requirements, three disciplines must be represented in the concentration selected and students must complete 21 liberal arts and science credits. Further, a minimum of 18 credits must be upper-level courses and upper-level courses must be included in two of the concentration disciplines. Any concentration plan must be approved by a CCS advisor.

## **Areas of Concentration**

### **Humanities**

American studies (213, 214 [see CCS advisor], 215, 225, 226, 227, 228, 229, 310, 312, 400, 401), English literature and writing, fine arts, foreign languages and literatures, gender studies (300, 310, [see CCS advisor], 312, 313, [see CCS advisor]), global and multinational studies (310), law and justice (204, 395, [see CCS advisor]), 405, multicultural studies (220) [see advisor], philosophy, political science (306).

### **Social Science**

American studies (211, 212, 214 [see CCS advisor], 250, 304, 305, 311, 338), communication (105, 201, 205, 301, 302, 328, 390, 391, 392, 393), economics, gender studies (100, 200, 310 [see CCS advisor], 312, 350, 400), global and multicultural studies (180, 200, 201, 325), history, law and justice (304, 308, 365, 395 [see CCS advisor]), multicultural studies (110, 200), [see advisor], political science, psychology (except 335, 336), sociology.

### **Applied Social Science**

Communication, Law and Justice (150, 210, 305, 308, 310, 355, 395 [see CCS advisor]), political science (100, 102, 200, 210, 230, 260, 247, 325, 326, 327, 335), psychology (except 335, 336), sociology, social work.

### **Applied Social Science Concentration with Business**

#### **Studies Emphasis**

(18 credits)

### **Course No.      Course Title**

Required courses: (may be used in the concentration or elsewhere in the program)

ECO-200	Macroeconomics
ECO-201	Microeconomics
ACC-210	Introduction to Accounting
MGT-201	Fundamentals of Management
MKT-200	Marketing Principles
FIN-220	Introduction to Finance

Additional business electives may be taken in the following disciplines: accounting, business policy and environment, computer information systems, economics (ECO-325, 335, 345, 350, 355), finance, health administration, management and leadership, or marketing. Credits outside the liberal arts and sciences may not exceed 30.

### **Applied Social Science Concentration with Health Administration Emphasis (18 semester hours)**

#### **Course No.      Course Title**

##### **Required course:**

HTH-205      Introduction to Health Care Sector

*Category I: choose two courses among the following:*

BIO-206\*      The Pharmaceutical Industry

HTH-315      Health Care Law, Ethics and Policy

HTH-336      Economics of the Health Care Sector

MKT-380\*      Health Care Marketing

*Category II: choose three courses among the following:*

BIO-206\*      The Pharmaceutical Industry

CBA-316      Nature's Business

GLS-325      Global Perspective on Health and Illness

HTH-215      Population Healthcare Management

HTH-315\*      Health Care Law, Ethics and Policy

HTH-336\*      Economics of the Health Care Sector

HTH-491      Health Administration Internship

MKT-380\*      Health Care Marketing

PHL-304      Medical Ethics

SOC-205      Families

SOC-346      Health Care and Society

SOC-347      Aging and the Elderly

SOC-350      Social Policy

SOW-200      Social Services and Social Work

ECO-335      Economics of the Public Sector

MGT-310      Intro to Human Resource Management

PSY-220      Abnormal Psychology

PSY-345      Health Psychology

PSY-365      Drugs and Human Behavior

PSY-374      Psychology of the Family

PSY-382      Aging, the Brain and Cognition

\*These courses may only be used to fulfill the requirements of a single category.

#### **Global Studies**

#### **Course No.      Course Title      Credits**

##### **A. General (3 semester hours)**

GLS-180      International Dimensions of an Integrated World

GLS-200      The Social Construction of Global Society

GLS-201      The Politics of the Global Economy

##### **B. Electives (27 semester hours)**

#### **Foreign Language**

FRE-311      French Culture

GER-310	German Culture
LIT-330	Russian Culture
PHL-207	Asian Philosophy
SPA-310	Spanish Culture and Civilization
SPA-311	Latin American/Latino Culture

#### **Global and Multinational Studies**

GLS-306	Ethnographic Film
GLS-325	Global Perspectives on Health and Illness

#### **History**

HIS-268	History of Ireland
HIS-275	Italy from the Middle Ages to the Present
HIS-281	The Modern Middle East
HIS-282	Colonial Latin America
HIS-283	Modern Latin America
HIS-284	Caribbean History
HIS-285	Traditional China and Japan
HIS-286	Modern East Asia
HIS-287	China in Revolution
HIS-288	African History
HIS-289	History of Modern Japan
HIS-313	Modern European Intellectual History
HIS-339	Women of East Asia
HIS-350	20th-Century Europe

#### **Literature**

ENG-211	Major British Authors
ENG-347	20th-Century British Literature
LIT-250	Masterworks of Western Literature I
LIT-251	Masterworks of Western Literature II
LIT-310	Russian Literature from 988 to 1850
LIT-311	Russian Literature from 1850 to 1917
LIT-312	20th-Century Russian Literature
LIT-313	Contemporary Russian Literature
LIT-315	Tolstoy
LIT-317	Dostoevsky
LIT-330	Russian Culture
LIT-370	European Short Novel

#### **Socio-political**

COM-393	International Communication
POL-210	Public Opinion
POL-215	Global Politics
POL-219	Terrorism, Revolution and Political Violence
POL-306	Political Film
POL-307	Political Communication
POL-315	Global Issues
POL-320	Politics of the Middle East
POL-365	Third World Politics
SOC-341	Developing Societies

#### **Global Business (no more than 12 credits from Global Business)**

BUS-375	International Business Law
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ECO-305	International Trade and Investment
ECO-310	Economic Growth and Development
ECO-315	Comparative Economic Systems
ECO-365	The Post-Soviet Economy and U.S. Business
FIN-308	International Finance
MGT-375	International Management
MKT-330	International Marketing

**Global Travel Opportunities**

CBA-315	Global Business Study Tour
IND-210	Global Encounters: A Cultural Experience by Travel
MUS/THE-312	The Arts Abroad
POL-245	Cities, Symbols and Political Culture

Other travel courses as approved. Additional foreign language and culture course from above.

**Law and Justice****A. Multidisciplinary Approaches to Law, Legal Issues and Institutions****(18 semester hours)**

At least six courses must be taken from among the following disciplines. A minimum of three disciplines must be represented.

**Law and Justice**

LAW-140	Introductory Seminar in Law and Justice
LAW-150	Introduction to Forensics
LAW-204	Law, Literature and Film in America
LAW-207	Criminal Justice Practice [formerly LAW 307]
LAW 210:	Criminal Investigation
LAW-302	Crime and Justice in the Media [formerly LAW 405]
LAW-304	Women and Law
LAW-305	Trial Advocacy
LAW-308	Conflict and Conflict Resolution
LAW-310	Cyberspace Law and Policy
LAW-355	Sports and the Law
LAW-365	Rights of the Accused
LAW-395	Special Topics in Law and Justice
LAW-401	Hate Crimes in the United States
LAW-410	Law and Justice Internship
LAW-450	Law and Justice Senior Seminar
LAW-490	Independent Research and Study
LAW-491	Law and Justice Internship
LAW-496	Honors Thesis in Law and Justice

**Business Policy**

BUS-210	Introduction to Law: Contracts
BUS-211	Commercial Law
BUS-214	Advanced Business Law
BUS-300	Social and Legal Environment of Business
BUS 315	Healthcare Law, Ethics, and Policy

BUS 444	Selected Topics in Business Policy and Environment
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**Communication**

COM-301	Communication Law
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**Health Administration**

HTH-315	Health Care Law, Ethics, and Policy
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**History**

HIS-301	Constitutional History
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**Human Resource Management**

HRM-313	Legal Aspects of Human Resource Management
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**Philosophy**

PHL-303	Philosophy of Law
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**Political Science**

POL-260	Politics of Law and Order
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POL-300	U.S. Constitutional Law
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POL-301	Civil Liberties in the United States
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POL-361	The Judicial Process
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**Psychology**

PSY-279	Psychology and Law
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**Sociology**

SOC 206	Theories of Deviance and Crime
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SOC-216	Youth and Crime
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SOC 219	Introduction to Criminal Justice: Police, Courts, Corrections [formerly SOC 319]
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SOC 246	Drugs, Crime and American Society
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SOC 313	Gender and Criminal Justice
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SOC-317	Law and the Lawyers
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SOC 321	White Collar and Corporate Crime
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SOC 322	Punishment and Corrections
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SOC 345	Race and Crime
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**B. Law Related Courses (12 semester hours)**

Four courses to be selected from among the following disciplines.

At least two disciplines must be represented. Students may choose two additional courses from Category A (Multidisciplinary Approaches to Law, Legal Issues, and Institutions) instead of Category B (Law-Related Courses), if they wish.

**Course No.      Course Title****Communication**

COM-251	Interpersonal Communication
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COM-252	Intercultural Communication
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COM-302	Communication Ethics
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COM-322	Argumentation and Debate
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**Health Administration**

HTH-315	Health Care, Law, Ethics and Policy
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**Management and Human Resources**

HRM-305 Introduction to Labor Relations

**Philosophy**

PHL-115	Ethics
PHL-202	Social Philosophy
PHL-203	Business Ethics
PHL-255	American Ethics
PHL-304	Medical Ethics
PHL-360	Contemporary Ethics

**Political Science**

POL-235	Race and Ethnicity in American Politics
POL-325	Public Administration
POL-326	Power in American Politics
POL-327	Contemporary Issues in American Public Policy
POL-335	Urban Politics

**Psychology**

PSY-220 Abnormal Psychology

**Sociology**

SOC-205	Families
SOC-206	Deviance and Crime
SOC-207	Racial and Ethnic Relations
SOC-308	Cities and Suburbs
SOC-340	Power and Politics
SOC-350	Social Policy

**C. Theory/Application**

(3 credits)

*One of the following:*

**Course No. Course Title**

LAW-207	Criminal Justice Practice
LAW-305	Trial Advocacy (recommended)
LAW-306	Law and Justice Experience
LAW-308	Conflict and Conflict Resolution
LAW-491	Law and Justice Internship (recommended)

**D. Law and Justice Senior Courses**

(3 credits)

**Course No. Course Title**

LAW-450	Law and Justice Senior Seminar
LAW-490	Independent Research and Study
LAW-496	Honors Thesis in Law and Justice

At least 18 credits overall must be upper level. Additional courses may be needed as prerequisites for courses in the concentration. They may be used to fulfill other requirements in the degree program.

**Natural Science**

Includes courses in the following disciplines: biochemistry (BCH), biology (BIO), behavioral neuroscience (BNS-117, 118), chemistry (CHE), geological, environmental and marine sciences (GEO, ENV, MAR), physics (PHY), psychology (PSY-238, 255, 330, 333, 335, 336, 345, 365, 382).

**Natural Science Concentration with Health****Administration Emphasis**

(18 credits)

**Course No. Course Title**

Required course (3 credits)

HTH-205 Introduction to Health Care Sector

**Category I: choose two courses among the following:**

BIO-206*	The Pharmaceutical Industry
HTH-315	Health Care Law, Ethics and Policy
HTH-336	Economics of the Health Care Sector
MKT-380	Health Care Marketing

**Category II: choose three courses among the following:**

BIO-100	Life Science: Human Emphasis
BIO-101	Life Science: Cell Biology and Genetics
BIO-106	Life Science: Human Disease
BIO-108	Life Science: Biology of Human Aging
BIO-115	Principles of Biology and Lab (4 credits)
BIO-206*	The Pharmaceutical Industry
BIO-221	Human Anatomy and Physiology and Lab (4 credits)
BNS-107	Life Science: Behavioral Neuroscience
BNS-118	Behavioral Neuroscience
CHE-115	Chemistry and Contemporary Society
GLS-325	Global Perspective on Health and Illness
HTH-215	Population Healthcare Management
HTH-491	Health Administration Internship
PHL-304	Medical Ethics
PSY-220	Abnormal Psychology

\*These courses may only be used to fulfill the requirements of a single category.

PSY-345	Health Psychology
PSY-365	Drugs and Human Behavior
PSY-374	Psychology of the Family
PSY-382	Aging, the Brain and Cognition

**Free Electives**

(28-30 credits)

Free electives credit hours may be taken in any department within the University, subject to the program limit of 30 credits from outside the liberal arts and sciences.

## Bachelor of Arts (B.A.) in Psychology

### Basic Core

(12 credits)

#### Course No. Course Title

CMP-120	Expository Writing
CMP-125	Research Writing
COM-104	Speech Communication
CIS-185	Information Systems Essentials

### Psychology Core

(10 credits)

#### Course No. Course Title

PSY-100	Introduction to Psychology
PSY-105	Introduction to Research in Psychology
PSY-201	Statistics and Research Design
PSY-302, 303, 306 335, 336, 339, 340 350	Research Methods course  (see list of courses below)

### Areas of Knowledge

(33-35 credits)

No psychology courses permitted

The Historical Perspective	9
The Artistic and Intellectual Perspective	9
The Contemporary Perspective	9
The Natural World	6-8
See Bachelor of Arts (B.A.) in Liberal Studies for a description of each perspective.	

### Courses in Psychology

(27 credits)

### Psychology Lower Level

(12 credits)

*Choose four of the following:*

#### Course No. Course Title

PSY-210	Organizational Psychology
PSY-212	Basic Principles of Applied Behavior Analysis
PSY-215	Personality
PSY-218	Psychology of Women
PSY-220	Abnormal Psychology
PSY-225	Learning and Memory
PSY-230	Child Development
PSY-231	Youth and Adolescent Development
PSY-235	Cognitive Development
PSY-237	Cognitive Disabilities
PSY-238	Sensation and Perception

PSY-240	Social Psychology
PSY-255	Biopsychology
PSY-279	Psychology of Law

### Psychology Upper Level

(12 credits)

*Choose four of the following:*

#### Course No. Course Title

PSY-305	Theories of Psychotherapy
PSY-315	Psychological Tests
PSY-330	Developmental Disabilities
PSY-333	Autism Spectrum Disorder
PSY-345	Health Psychology
PSY-360	Psychology of Peace and Conflict
PSY-365	Drugs and Human Behavior
PSY-372	States of Consciousness
PSY-374	Psychology of the Family
PSY-375	Psychology of Film
PSY-377	Developmental Psychopathology
PSY-381	The Psychology of Gender
PSY-382	Aging, Brain, and Cognition
PSY-383	Culture and Psychology
PSY-395	Special Topics in Psychology

### Capstone Course

(3 credits)

*Choose one of the following:*

#### Course No. Course Title

PSY-400	Senior Seminar in Psychology
PSY-490	Independent and Research Study
PSY-491	Internship in Psychology

### Free Electives

(36 credits)

Free electives credits may be taken in any department (except education) within the University, subject to the program 30 credits from outside the liberal arts and sciences. Students may consider taking courses toward a minor program to fulfill the free electives requirement.

**Note:** A grade of "C" or better is required in each psychology course in order to count toward the major. A candidate for graduation must complete a minimum of 120 credits. Of the required 120 credits, 36 credits must be in upper-level courses, as determined by the respective departments, including 19 credits in the psychology major. A maximum of 30 credits outside the arts and sciences may be presented for graduation.

## Bachelor of Arts (B.A.) in Public Relations

### Basic Core

(12 credits)

#### Course No. Course Title

CMP-120	Expository Writing
CMP-125	Research Writing
Math Requirement (MTH-102, MSD-104, MSD-105, MSD-200, MSD-201, POL-230, PSY-105, or PSY-201)	
CIS-185	Information Systems Essentials

### Areas of Knowledge

(33-35 credits)

No communication courses permitted

The Historical Perspective	9
The Artistic and Intellectual Perspective	9
The Contemporary Perspective	9
The Natural World	6-8

See Bachelor Arts (B.A.) in Liberal Studies section for a description of each perspective.

### Communication and Journalism Core

(24 credits)

#### Course No. Course Title

COM-104	Speech Communication
COM-105	Communication, Culture and Media
COM-107	Writing for the Media
COM-131	Fundamentals of Video Production
COM 264	Introduction to Media Convergence
COM-301	Communication Law
COM-302	Communication Ethics
COM-400	Senior Seminar in Communication

### Public Relations Major

(18 credits)

#### Course No. Course Title

COM-204	Advanced Speech Communications
COM-212	Publication Design
COM-240	Public Relations
COM-316	Feature Writing
COM-341	Publicity Methods in Organizations
COM-440	Cases and Campaigns in Public Relations

Two courses of the following (6 semester hours): COM-106, COM-205, COM-211, COM-215, COM-253, COM-261, COM-347, COM-360, COM-393, MKT 200, or ADV-200.

### Free Electives

(25-27 credits)

Free elective credits may be taken in any department (except education) within the University, subject to the program 30 credits from outside the liberal arts and sciences. Students may consider taking courses toward a minor program to fulfill the free electives requirement.

**Note:** If a student receives a grade lower than "C" in a course required in the journalism/public relations major or minor, the student must repeat the course. The student must also repeat the course before enrolling in any course for which it is a prerequisite.

A candidate for graduation must complete a minimum of 120 credits. Of the required 120 credits, 36 credits must be in upper-level courses, as determined by the respective departments, including 18 credits in the public relation major. A maximum of 30 credits outside the arts and sciences may be presented for graduation.

## ASSOCIATE'S DEGREE PROGRAMS

### Associate in Arts (A.A.) in Business Administration

This 60-credit program was developed to meet the needs of students for an abbreviated professional curriculum. This curriculum is fully transferable to the bachelor's of science in business administration degree program.

### Business Core

(12 credits)

Course No.	Course Title	Credits
ACC-210	Introduction to Accounting	3
ACC-220	Managerial Uses of Accounting	3
ECO-200	Principles of Macroeconomics	3
ECO-201	Principles of Microeconomics	3

### Numerical Literacy

(9 credits)

MSD-105	Quantitative Methods for Business I	3
MSD-200, 201	Statistical Methods I, II	6

### Communication

(9 credits)

CMP-120	Expository Writing	3
CMP-125	Research Writing	3
CMP-290	Professional and Strategic Speech	3

### Global/Cultural Liberal Arts

(3 credits)

May be satisfied by courses that are designated Global/Cultural\*, including foreign language courses at the 200-level and above.

**Business Analytics & Technology**

(3 credits)

CIS-185 Information Systems Essentials

**Electives**

(9 credits)

**Course No.**    **Course Title**

Humanities electives

**Credits**

3

Science electives

3

Social science electives

3

**Free electives**

(15 credits)

\*See list of Global/Cultural courses on page 122.

**Emphasis**

(15 credits)

Students select a concentrated area of study from a liberal arts department. An appropriate introductory course from a department may be included. Students are encouraged to consult a CCS advisor to select an emphasis

**Free Electives**

(6 credits)

Free elective hours may be taken in any department, provided the student meets the requirements imposed by the department offering the course.

**Associate in Arts (A.A.) in General Studies**

Many people seek further education in general studies. Some are seeking a broad background prior to specialization; others desire two years of liberal education to serve as a capstone to their formal education. This 60-credit program has been designed to provide both breadth and sufficient depth in the liberal arts at the associate degree level. Only 12 semester hours are allowed to be taken outside Liberal Arts and Science.

Students whose long-range goal is a bachelor's degree should consult an advisor in Continuing Studies to determine the transferability of this program to one of the baccalaureate degrees offered by Rider.

**Liberal Studies Core**

(3 credits)

LIB-200 Liberal Arts: Introduction to Liberal Studies

**Basic Core**

(15-16 credits)

**Course No.**    **Course Title****Credits**

CMP-120 Expository Writing

3

CMP-125 Research Writing

3

COM-104 Speech Communication

3

Math elective

3-4

Information technology

3

**Areas of Knowledge**

(21-24 credits)

(A list of possible courses is available from a Continuing Studies advisor)

**Course No.**    **Course Title****Credits**

Historical Perspective

6

Artistic and Intellectual Perspective

6

Contemporary Perspective

6

Natural World

3-4

**Emphasis**

(15 credits)

Students select a concentrated area of study from a liberal arts department. An appropriate introductory course from a department may be included. Students are encouraged to consult a CCS advisor to select an emphasis

**Free Electives**

(6 credits)

Free elective hours may be taken in any department, provided the student meets the requirements imposed by the department offering the course.

**ONLINE RN TO BACHELOR OF SCIENCE IN NURSING**

The RN to BSN program is a student-centered, personalized program of study for licensed registered nurses seeking to advance their professional skills and credentials through baccalaureate studies. Designed for working nurses, our online RN to BSN program lets you gain the skills and credentials to advance—while balancing your career and family life. The online RN to BSN program is specially designed for licensed RN's returning to college to continue their nursing education.

Through exceptional one-on-one support and advisement, personalized service, and a faculty responsive to your unique academic concerns and challenges, we welcome you back to the classroom. The entire 30-credit nursing core is offered completely online. For the remainder of your coursework, you have the option of taking them online or at Rider University's Lawrenceville campus. You will have the opportunity to incorporate the new knowledge you acquire through studies in the liberal arts, business, education, humanities, and sciences into your nursing care.

**Admissions Requirement**

- An earned associate degree in nursing from an accredited institution
- Official transcripts from all institutions attended with a minimum 2.5 cumulative GPA
- Copies of a current/unrestricted RN license
- Two letters of recommendation from individuals who can evaluate your ability to succeed in Rider's online RN to BSN program
- A personal statement on philosophy of advancing nursing education at the baccalaureate level

**Bachelor of Science (B.S.) in Nursing****Basic Core**

(15 credits)

**Course No.**    **Course Title**

CMP-120	Expository Writing
CMP-125	Research Writing

COM-104 Speech Communication

**Math Requirement (MTH-102, MSD-104, MSD-105, MSD-200, MSD-201, POL-230, PSY-105, or PSY-201)**

CIS-185 Information Systems Essentials

### Areas of Knowledge

(33-35 credits)

The Historical Perspective	9
The Artistic and Intellectual Perspective	9
The Contemporary Perspective	9
The Natural World	6-8

See Bachelor of Arts (B.A.) in Liberal Studies section for a description of each perspective.

### Major in Nursing

(30 credits)

Course No.	Course Title
NUR-400	Professionalism and Professional Values
NUR-401	Organizational and Healthcare Systems Leadership
NUR-402	Scholarship for Evidence-Based Practice
NUR-403	Information Management and Application of Patient Care Technology
NUR-404	Healthcare Policy, Finance, and Regulatory Environments
NUR-405	Interprofessional Collaboration and Communication for Improving Healthcare Outcomes
NUR-406	Population Health and Clinical Prevention Across the Lifespan
NUR-407	Cultural Diversity in a Global Society
NUR-408	Gerontological Nursing Concepts for an Aging Society
NUR-409	BSN Capstone/Evidence-Based Microsystem Practice Change *

\*This course is typically completed in a health care setting.

### Free Electives

(40-42 credits)

Free elective credits may be taken in any department (except education) within the University, subject to the program 30 credits from outside the liberal arts and sciences. Students may consider taking courses toward a minor program to fulfill the free electives requirement.

A candidate for graduation must complete a minimum of 120 credits. A maximum of 30 credits outside the liberal arts and sciences may be presented for graduation.

### POST-BACCALAUREATE PREMEDICAL, PREDENTAL, PREVETERINARY STUDIES

Rider University offers students with baccalaureate degrees the opportunity to take the undergraduate science course prerequisites for medical, dental, veterinary or graduate school. The Post-baccalaureate Premedical Studies Program is offered through the College of Continuing Studies.

Applicants must complete a Post-baccalaureate Premedical Studies application form (available at [www.rider.edu/ccs](http://www.rider.edu/ccs)), submit official transcripts from all higher education institutions attended, and complete an application to the College of Continuing Studies.

Applicants must meet the following criteria to gain admission to the Post-baccalaureate Premedical Studies Program:

- a baccalaureate degree from an accredited college or university;
- a 3.25 cumulative undergraduate GPA.

Applications are reviewed and approved by the College of Continuing Studies and the chair of the Premedical Studies Committee.

### PUBLIC RELATIONS CERTIFICATE PROGRAM

The Public Relations Certificate is designed for students who have or are pursuing a baccalaureate degree and wish to specialize in the area of public relations. The 24-credit program includes courses in writing for the media, publication design, speech communication, as well as other areas of public relations. Upon completion of the program, students with a baccalaureate degree receive an official Public Relations Certificate.

Eight required courses (24 credits)

Course No.	Course Title
COM-104	Speech Communication
or	
COM-290	Professional and Strategic Speech
COM-107	Writing for the Media
COM-212	Publication Design
COM-240	Public Relations
COM-316	Feature Writing
COM-341	Publicity Methods in Organizations
COM-440	Cases and Campaigns in Public Relations

*Choose ONE of the following:*

COM-131	Fundamentals of Video Production
COM-222	Group Communication
COM-253	Organizational Communication
COM-280	Issues in Event Planning
COM-347	Sports Media Relations
COM-360	Advanced Publication Design and Presentation

A grade of "C+" or better in each course is required for the certificate. A minimum of six of the required courses must be taken at Rider.

## Admission Requirements

Minimum admissions requirements for the public relations certificate are: (1) a baccalaureate degree or be a candidate for a baccalaureate degree (usually at Rider); (2) junior standing or beyond (may take some courses before admission to the program); (3) a 2.5 GPA in all undergraduate work or evidence of acceptable public relations experience. This program is available only to students enrolled in CCS.

## Program Completion and Certification

Students will receive their certificates after successfully completing the eight required courses. Students without a baccalaureate degree will receive their certificates after completing the eight required courses and the baccalaureate degree. The notation Public Relations Certificate will appear on the student's Rider transcript when the certificate is awarded. Students leaving CCS for any other Rider undergraduate program before earning the certificate will not be eligible for the certificate.

## COLLEGE OF BUSINESS ADMINISTRATION CERTIFICATE PROGRAMS

The Business Basics and Business Plus certificate programs are designed for students holding an undergraduate degree in areas other than business. The 18–24 credits programs include courses in accounting, computing, economics, finance, legal studies, management and leadership, management science and marketing. The Business Plus certificate program will provide students a good foundation toward the Master in Business Administration.

## Business Basics Certificate

(18-24 credits)

Course No.	Course Title
ACC-210	Introduction to Accounting
BUS-300	Social and Legal Environment of Business
CIS-185	Information Systems Essentials*
ECO-201	Principles of Microeconomics
FIN-220	Introduction to Finance (prerequisite: ACC-210 and ECO-201)
MGT-201	Fundamentals of Management and Organizational Behavior
MKT-200	Principles of Marketing
MSD-105	Quantitative Methods for Business I*

\*CIS-185 and MSD-105 may be waived based on prior equivalent work.

**Note:** If prior equivalent coursework has been complete, substitutes may be made using the courses from the Business Plus certificate.

## Business Plus Certificate

(18 credits)

Course No.	Course Title
ACC-220	Managerial Uses of Accounting (prerequisite: ACC-210)

CIS-385 Management Information Systems (prerequisite: CIS-185)

ECO-200 Principles of Macroeconomics

MSD-200 Statistical Methods I (prerequisite: MSD-105)

MSD-201 Statistical Methods II (prerequisite: MSD-200)

MSD-340 Productions and Operations (prerequisite: MSD-201)

## Admission Requirements

Minimum admissions requirements for the Business Basics and Business Plus certificate programs are: (1) a baccalaureate degree in an area other than Business; (2) a 2.5 GPA in all undergraduate work. This program is available only to students enrolled in CCS.

## Program Completion and Certification

Students must achieve a 2.5 GPA in their coursework with no grade lower than a "C" to successfully complete a College of Business Administration certificate. Students leaving CCS for any other Rider undergraduate program before earning the certificate will not be eligible for the certificate.

## Fraud and Business Forensics Certificate

(12 credits)

A concentration in Fraud and Business Forensics consists of four courses that can be completed as part of the undergraduate Accounting or Computer Information Systems program. The concentration prepares students for a career in the field of fraud investigation and forensics by providing skills and tools to both prevent fraud from occurring and discovering fraud after it has occurred.

## Required Courses

Course No.	Course Title	Credits
ACC-325	Fraud Examination and Business Forensics	3
BUS-425	Evidence Management and Presentation	3
ACC-450	Business Forensic Applications	
<i>or</i>		
ACC-321	Internal Auditing	3

### Accounting Track:

*Choose one of the following:*

ACC-320	Accounting Information Systems
ACC-400	Principles of Auditing and Corporate Governance

### Computer Information Systems Track:

CIS-370	Systems Analysis and Design Project
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Students must achieve a minimum 2.5 GPA in the coursework required for the concentration, with no grade lower than a "C" in any course in the concentration.

## Admission

Current undergraduate College of Business Administration (CBA) students majoring in Accounting or Computer Information Systems may choose a concentration on Fraud and Business Forensics. The concentration credit requirements are the same as the Concentration in Busi-

ness Forensics. CBA students who want to declare this concentration through the CBA Undergraduate Academic Coordinator in the Dean's Office in Sweigart Hall a semester prior to beginning coursework.

The certificate program welcomes students who graduated from Rider or who are not presently enrolled and possess a bachelor's degree. A minimum GPA of 2.5 is required. Students who have completed a degree from Rider may complete a Re-enroll/Certificate Program application form through the College of Continuing Studies. Students who have not previously attended Rider may complete a College of Continuing Studies application form. Students who have completed a business degree other than Accounting or Computer Information Systems or non-business degree must consult with a College of Continuing Studies advisor prior to enrolling.

## ADMISSION REQUIREMENTS

Applicants for admission to a degree program who have attended another college must submit an official transcript from each college they attended.

All students applying for a degree program are required to submit a high school transcript unless they have already completed 30 credits at the college level.

A student applying for admission within one year of high school graduation must submit official results of either the Scholastic Aptitude Test (SAT) or American College Test (ACT). The results may be sent directly to Rider by the College Entrance Examination Board or ACT or on an official high school transcript.

A candidate for admission to a degree program must present 16 acceptable units of academic work at the secondary school level (or equivalent), including four units in English and three units of mathematics (algebra, geometry, or algebra II) on the secondary school level or equivalent and the remaining 9 units should be selected from academic areas that include foreign languages, science, mathematics, social science and humanities.

A student who does not meet the above requirements may enroll with permission in CCS as a non-matriculated student to make up deficiencies before applying for admission as a degree candidate.

Students who have earned an equivalency diploma without completing high school should meet with an advisor in CCS.

No admission test is required. However, academic advisors may recommend placement tests in specific subject areas.

## Application procedures for Degree-seeking students

Applications for admission to degree programs, including supporting documents, must be submitted to the office of undergraduate admission, accompanied by a \$50 nonrefundable application fee.

Applications should be submitted at least one month before the beginning of the semester in which the applicant wishes to enter as a degree candidate. If an application has not been processed by the beginning of that semester, the applicant may register in CCS as a non-matriculated

student without affecting his or her application for admission as a degree candidate. The non-matriculated status, however, may affect the student financial aid options.

Students may enter at the beginning of any semester.

## International Students

To apply for admission, international students must complete the undergraduate application form along with the international student addendum and submit it along with a \$50 (U.S.) application fee to the office of undergraduate admission. Transcripts from all secondary and post-secondary schools attended must be submitted including an English translation and evaluation of courses completed and grades received.

The TOEFL examination is required of all international applicants whose native language is not English.

Students for whom English is their native language must submit scores received from the SAT or ACT examination.

A notarized financial resource statement or notarized bank statement is required to demonstrate the student's ability to pay the total cost of attendance.

## Transfer Students

Qualified applicants will be accepted on transfer from other accredited colleges. Credit toward a degree will be granted for previous work that is applicable to the curriculum to be pursued at Rider, provided it is of at least "C" quality. However, grades from another college will not be counted as part of a student's grade point average at Rider. Credits that are more than 10 years old are subject to re-evaluation.

Some courses in the business administration curriculum are required at the junior or senior level. If such courses were taken at a lower level, they must be validated before transfer credit can be granted. Methods of validation differ from department to department and from course to course. Typical methods of validation include examination and successful completion of a specified advanced level course. Specific validation procedures should be discussed with a CCS advisor.

A student transferring from an accredited two-year institution may receive up to 60 credits, provided these credits are compatible with Rider degree requirements.

Students transferring from a four-year institution may transfer up to 90 credits (maximum 75 in business).

All transfer students seeking either an associate's or a bachelor's degree must complete their last 30 semester hours at Rider. In addition, candidates for the bachelor's of science in business administration must complete a total of 45 semester hours at Rider, including the last 30 semester hours.

Students who have been dismissed from another institution may not apply for admission to degree programs until one year after the date of dismissal. Falsification or concealment of a student's previous record will be deemed sufficient basis for summary dismissal.

## **Transfer Credit Policy for Non-matriculated and Matriculated/Degree-Seeking Students**

Students who have completed an Associates in Arts in a two-year college will be allowed to transfer the maximum credits required for their program of study [not to exceed 72 credits.] The acceptance of credits will be in accordance to the distribution of credits on the degree program the students is planning to pursue. Transfer students from a two-year college who have not completed an Associate in Arts degree will be allowed to transfer no more than 60 credit hours.

Upon the completion of 60 credits (including transfer and Rider University credits), a non-matriculated or a matriculated/degree seeking student will not be allowed to enroll in courses in a two-year postsecondary institution for transfer to a program of study at Rider University.

Once matriculated at Rider University, students may apply for transfer of credits earned at other institutions for sound academic reasons stated in writing, and with prior approval by the student's academic advisor.

### **Readmission to Degree Candidacy**

Degree candidates who have been absent for one semester or more must apply for readmission through CCS. Those who have not attended within the past two years also must pay a \$30 nonrefundable fee.

Degree candidates who attend other colleges during their absence from Rider are required to have official transcripts from each college attended sent to CCS.

Students absent for more than one year, except for a military leave of absence, must follow degree requirements in effect at the time of readmission.

Students returning as degree candidates after more than 10 years should consult an academic advisor about re-evaluation of their credits.

Students dismissed from another college within the past year are not normally allowed to enroll at Rider. Students who have been dismissed and who wish to attend Rider must secure the approval of a CCS advisor.

### **NON-DEGREE OPPORTUNITIES**

The College of Continuing Studies provides learning opportunities for students who may not be seeking a degree but who wish to continue their formal educational experiences for personal enrichment or professional advancement. Academic advisors are available in CCS to assist students in planning programs of study appropriate to their educational goals.

### **Enrollment of Non-degree Students**

To enroll in CCS as a non-degree student, an individual must have a high school diploma or equivalent.

Non-degree students may enroll for credit in courses for which they meet course prerequisites and applicable academic standards. These credits will be recorded on a certified transcript but will be applicable to a degree only if the student becomes a degree candidate and the courses are applicable to the degree.

Non-degree students also may choose to audit credit courses. They may attend classes, and with the permission of the instructor, participate in class activities and complete the assignments. Auditors do not receive grades or credit and may only register to audit if seats are available.

### **Application Procedures for Non-degree Students**

Non-degree students who want to enroll in regularly scheduled courses must submit a College of Continuing Studies application to the office of undergraduate admission. A \$50 nonrefundable fee must accompany this application if the student is enrolling in CCS for the first time.

Non-degree students enrolling for credit are strongly encouraged to submit transcripts of high school and/or college work to facilitate advising and course planning. Students who already have a bachelor's degree are urged to submit proof of the degree to establish eligibility for upper-level courses.

Students who are degree candidates at other colleges and who want to take upper-level business courses at Rider must submit proof of junior standing. Students planning to transfer Rider credits to a degree program elsewhere should check the acceptability of these credits with their home institutions.

### **Changing to Degree Candidacy (Matriculation)**

Non-matriculated students interested in degree candidacy should consult an academic advisor in CCS before applying for admission to a degree program. An applicant for matriculation must have at least a 2.0 average at Rider and meet the admissions requirements as described for degree candidates. (Specific majors may require a higher grade point average.)

When students qualify for matriculation, they will receive credit toward their degrees for all applicable courses previously completed satisfactorily. Students are bound by the degree requirements and transfer credit policy in effect at the time of matriculation.

Students who have earned more than 21 credits at Rider as non-degree candidates may be asked to explain their educational goals and, if appropriate, to matriculate.

### **AUDIT AND ALUMNI AUDIT**

Students who want to attend classes without taking examinations or receiving grades may audit courses when class space allows. Transcripts will record an audit with the notation of "X".

The extent to which an auditor may take part in a course's activities is determined by the student and the instructor. In addition to the audit fee, students auditing a course carrying separate fees must pay all such required fees.

Students who want to enroll as auditors should apply and register in the CCS office during the scheduled evenings of the first week of class. Students who register on an audit basis may not change from audit to credit during a semester. However, a student who has audited a course may take that same course for credit in a later semester at full tuition. Students originally registered for credit may change to audit status during the first two weeks of the fall or spring semesters.

Changing from credit to audit during special sessions will be permitted within time limits proportional to the time limits of a regular semester.

Rider alumni who want to audit courses should contact CCS at 609-896-5033 or [ccs@rider.edu](mailto:ccs@rider.edu).

## CREDIT BY NONTRADITIONAL MEANS

Credit earned for college-level knowledge obtained through means other than traditional classroom work at an accredited college may be considered for transfer. Students should consult with a CCS advisor to discuss the transferability of nontraditional credit.

Nontraditional transfer credits include:

- College Level Examination Program (CLEP) credits;
- Advanced Placement credits;
- Formal military credits which meet Rider standards and procedures;
- DANTES Subject Standardized Test that meets credit recommendations established by the American Council on Education;
- Validation or assessment of specific courses approved by a Rider faculty member;
- Prior learning assessment (PLA) based on demonstrated learning acquired through life and work experience approved by Rider faculty.

## OLD CREDITS POLICY

The academic record of a student returning to Rider after an absence of 10 years or more will be re-evaluated to determine the applicability of old courses to present requirements. Grades earned in courses taken 10 years or more before returning will not be counted in the student's present grade point average. Old courses that are judged applicable to current degree programs will be used to meet degree requirements.

## INDEPENDENT RESEARCH AND STUDY

Independent Research and Study are designed for CCS students who wish to conduct projects on either a business or liberal arts topic outside the traditional curriculum, such as interdisciplinary projects, extension of previous work, and topics not covered in regular course offerings. To be eligible for an Independent Research and Study, a student must be a junior or a senior in good academic standing. Students should consult with a CCS advisor for approval. Refer to Independent Research and Study in business or Independent Research and Study in liberal arts.

## TUITION AND FEES

### Part-time Students

CCS students pay a per credit fee of \$560 for one through 11 credits or the comprehensive fee of \$ 17,280 per semester if taking more than 11 credit hours per semester.

### Full-time Students

The comprehensive tuition fee covers a normal academic load between 12 and 18 credit hours per semester. Students are charged \$560 per credit hour in excess of the 18 credit hours. The comprehensive tuition fee does not include audit and non-credit courses. Any questions should be directed to the bursar's office, 609-896-5020.

## Expenses

Typical CCS expenses for the 2013–2014 academic year are estimated as follows:

### Tuition for Part-Time Students

Tuition per credit (up to 11 credits)	\$560
Technology fee per course	\$40
Online course technology fee	\$35

### Tuition for Full-time Students

Full-time comprehensive tuition fall and spring semesters \$ 34,560

## Other Fees

Application fee	\$50
Audit fee (credit courses only)	\$180
Deferred Payment Plan fee	\$25
Deferred Payment Plan late payment	\$25
Dishonored check fee, first time*	\$30
Dishonored check fee, after first time	\$50
I.D. card replacement fee, first replacement	\$30
I.D. card replacement fee, subsequent replacements	\$60
Enrollment Clearance Fee	\$50
Late tuition payment - full-time students	\$250
Late tuition payment - part-time students	\$50
Enrollment Reinstatement	\$100
Readmission fee for students not attending for the past two calendar years (nonrefundable)	\$30
Student insurance** (per academic year)	
Domestic Students	\$925
International Students	\$945

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

\*\*Subject to change based on market quotes.

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, 609-896-5020.

## **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 these due dates.

Payments may be made by check, cash, Visa®, MasterCard®, or Discover®, in person, online, or by mail to: Cashier's Office, Rider University, 2083 Lawrenceville Road, Lawrenceville, NJ 08648-3099.

Checks should be made payable to Rider University. International students should make payments in U.S. dollars. The student's name and Bronc ID number should be included on the check.

Students are asked to adhere to 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, so please be aware of the deadlines.

## **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 fails to make payment on or before the due dates will be charged a late payment fee of \$25. There is no deferred payment plan for summer sessions.

## **Corporate Deferred Payment Plan or Third-Party Sponsorship**

Students who are eligible for company or other third party tuition remission may qualify for our Corporate or Third Party Sponsorship Agreement. There is a \$25 application fee for the plan. A billing authorization or sponsorship letter is required prior to the tuition payment deadline. Upon signing the agreement, tuition payments are deferred until the end of the academic term. Students are responsible to pay any balance not covered by the sponsorship and are obligated to pay Rider University whether or not the student's employer or sponsor pays or

reimburses the student. Sponsorship letters may be mailed or brought in person to the bursar's office, Rider University, 2083 Lawrenceville Road, Lawrenceville, NJ 08648-3099.

## **Financial Obligations**

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

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

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

## **Refunds**

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

Students who wish to withdraw from a course or courses must file the official withdrawal form in the CCS office. A student who fails to withdraw officially waives the right of consideration for any refund. Students receiving financial aid are responsible to contact the office of financial aid to verify how the withdrawal may affect their financial aid package. All refunds based upon the official withdrawal date (and not the last class attended) will be made in accordance with the following schedule:

### **Fall/Spring**

#### **15 Week/Full term**

- Drop prior to the first day of official opening of class – 100%
- Drop during the first two weeks of the official opening of class – 100%
- Drop after the second week of the official opening of class – 0%

#### **3 Week and 4 Week Part of Term Courses**

- Drop prior to the first day of official opening of class – 100%
- Drop on the first day of the official opening of class – 80%
- Drop on the second day of the official opening of class – 60%
- Drop on the third day of the official opening of class – 0%

#### **6 Week Part of Term Courses**

- Drop prior to the first day of official opening of class – 100%
- Drop on the first day of the official opening of class – 80%

- Drop on the second through the fifth day of the official opening of class – 60%
- Drop on the sixth day of the official opening of class – 0%

### **January Term (J-Term)/ Summer (3 week, 6 week, 10 week, 12 week and 13 week)**

#### **3 Week and 4 Week Courses**

- Drop prior to the first day of official opening of class – 100%
- Drop on the first day of the official opening of class – 80%
- Drop on the second day of the official opening of class – 60%
- Drop on the third day of the official opening of class – 0%

#### **6 Week Courses**

- Drop prior to the first day of official opening of class – 100%
- Drop on the first day of the official opening of class – 80%
- Drop on the second through the fifth day of the official opening of class – 60%
- Drop on the sixth day of the official opening of class – 0%

#### **12 Week and 13 Week Courses**

- Drop prior to the first day of official opening of class – 100%
- Drop on through the first four days of class – 80%
- Drop on the fourth through the eighth day of the official opening of class – 60%
- Drop on the ninth day of the official opening of class – 0%

Full-time CCS students who withdraw from courses during the two-week add/drop period, revising their course load to less than 12 credits will be billed at the per credit hour CCS tuition rate. No adjustments will be made for courses dropped after the add/drop period.

Budgetary commitments require strict adherence to the policy regarding refunds. Appeals due to extenuating circumstances should be directed to the dean of CCS.

Refund policies pertaining to return of Title IV funds may be found in the Tuition and Fees section.

## **FINANCIAL AID**

Students in CCS who are degree candidates, may be eligible for financial assistance from federal and other sources. To apply, students must complete the Free Application for Federal Student Aid (FAFSA). They are encouraged to consult a CCS advisor for general information or to contact the office of financial aid for specific information, 609-896-5360.

CCS has information available about financial aid resources and scholarships for adult students. CCS students are welcome to examine this material in the CCS office or ask their academic advisor.

Full-time students should also consult the office of financial aid for information regarding possible sources of financial aid.

#### **College of Continuing Studies Dean's Scholar's Award**

The College of Continuing Studies Dean's Scholar's Award is available to degree-seeking incoming and readmitted students who register for at least six (6) credits during their first semester at Rider University. The award amounts vary and are subject to the available funds. Applications will be reviewed on the first-come, first-served basis. The awards may be renewed for the following semester, provided that students who enroll in at least six (6) credits each semester. Applications are available at the CCS office or can be downloaded at [www.rider.edu/ccs](http://www.rider.edu/ccs).

#### **Pell Grants**

Students who are degree candidates may be eligible for a Pell Grant. Information may be obtained from the office of financial aid.

#### **Federal Direct Stafford Loans**

Degree candidates who are enrolled for at least six semester hours of credit are potentially eligible for Federal Direct Stafford Loans. Information about such loans may be obtained from the office of financial aid.

#### **Charlotte W. Newcombe Scholarships**

The Charlotte W. Newcombe Foundation and Rider University have established a fund to provide scholarships for mature, second-career women. All Rider University women, age 25 or older, who have completed at least half of a baccalaureate degree program, are eligible to apply for partial tuition assistance. Applicants may be enrolled part-time or full-time. Application forms are available online or from CCS. Scholarships are awarded on the basis of clarity of career goals, financial need and academic record.

#### **Phyllis K. Snyder Memorial Scholarship**

This scholarship is for CCS part-time mature female students pursuing a degree in business administration. Women, age 30 or older, raising a family while attending college and maintaining a 2.5 overall GPA are eligible to apply. The scholarship is based on financial need as well as merit.

#### **Transfer Scholarships**

Rider offers Transfer Scholarships in the amounts of \$6,000 up to \$16,000 each for full-time matriculated students transferring to Rider with a qualifying GPA. The scholarship is renewed each year provided the student maintains full-time status with a grade point average of at least 2.5. Contact the office of undergraduate admission for further information.

#### **Opportunities for High School Students**

Academically talented 11th- and 12th-grade high school students who are interested in taking college courses and enriching their academic backgrounds may take appropriate courses at Rider University.

To apply, students should submit a special application form (available from the office of undergraduate admission), a high school transcript, and a letter of recommendation from their high school guidance counselor to the office of undergraduate admission. After approval for enrollment, students should contact CCS to determine appropriate courses and enrollment procedures.

## **Registration**

Registration allows students to select courses for fall, spring, and summer sessions. The schedule of undergraduate day and evening courses to be offered is available on the CCS Web page ([www.rider.edu/ccs](http://www.rider.edu/ccs)) prior to registration and should be used for schedule planning. Advisors are available to answer questions concerning courses and scheduling.

Dates for registration can be found in the calendar at the beginning of this chapter or at [www.rider.edu/registrar](http://www.rider.edu/registrar).

## **Late Registration**

Students who have not completed registration (including payment of tuition and fees) during the registration period will be charged a late fee. Registration periods are in the academic CCS calendar. Students may be charged a late fee during the first week of the schedule change period.

## **Audit Registration and Alumni Audit Registration**

Students or alumni who want to audit a course should consult the CCS calendar and register in the CCS office (Bart Luedke Center, suite 31). Rider alumni may also call the CCS office at 609-896-5033. Audit registration is on a seat availability basis. Open course listings is available at [www.rider.edu/registrar](http://www.rider.edu/registrar).

## **HONORS AND AWARDS**

### **Dean's List**

The Dean's List is prepared at the end of the fall and spring semesters to recognize matriculated students who have earned academic honors. To be eligible for the Dean's List, a matriculated student must have no grade lower than "C" and must achieve the grade point average indicated below for the number of credits earned in a given semester.

6-8 credits	3.5
9-11 credits	3.33
12 or more credits	3.25

### **Andrew J. Rider Scholars**

Outstanding students are commended for scholastic excellence at Rider's annual Founder's Day Convocation honoring Andrew Jackson Rider. These scholars—seniors, juniors and sophomores from each of the educational units: Business Administration, Continuing Studies, Liberal Arts and Sciences, Education, and Westminster Choir College—are selected on the basis of their academic achievement.

## **Ann Giovanelli Award**

The College of Continuing Studies recently established the Ann Giovanelli Award. This College of Continuing Studies award was created in memory of Ann Giovanelli, an alumna whose battle against cancer did not stop her in reaching her dream of earning a college degree. Ann graduated from Rider summa cum laude in December of 2006, and passed away shortly thereafter.

This award will be given annually to a student who achieves excellence in the classroom while overcoming significant life's challenges and to a faculty member who exhibits Rider's commitment to adult learners.

## **College of Continuing Studies Citation for Achievement**

The College of Continuing Studies presents an annual Citation for Achievement in recognition of the special strengths and accomplishments of adult students. Given each spring at the awards day ceremony, the citation is based on such factors as outstanding community service, professional achievement, pursuit of education in the face of unusual difficulties or handicaps, and general overall ability.

## **GRADUATION**

Upon recommendation of the faculty, degree candidates who complete the required program and have at least a 2.0 grade point average may be granted the degree appropriate to their program. In addition, specified grade point requirements for certain majors must be met.

Graduation with distinction depends upon meeting all requirements and attaining a high scholastic average. Baccalaureate degrees with distinction include cum laude (3.25-3.49), magna cum laude (3.5-3.74), and summa cum laude (3.75-4.0).

All graduates are invited to participate in the commencement exercises.

At the beginning of each semester, prospective graduates must file with the dean their formal intention to complete the requirements for graduation during that semester. Students are responsible for fulfilling the requirements for graduation and certification.

## **STUDENT SERVICES INFORMATION**

### **Academic Advising**

The College of Continuing Studies has a staff of advisors available to assist students with their academic planning. Upon entering CCS, each student is assigned an advisor who will discuss selection of courses, academic programs, degree requirements and concerns related to academic work. Advisors are available Monday through Friday, 8:30 a.m. to 5 p.m., and Monday and Tuesday evening until 7 p.m., during the fall and spring semesters. Advisors are available in the evening all year.

Prospective students with questions about Rider University and desiring a transcript evaluation are welcome to make an appointment with an academic advisor. An evaluation of transfer credits can be obtained at no obligation to the prospective student. Advisors are available during regular office hours.

## **Students with Disabilities**

Any student with a disability who wishes to receive accommodations and services should complete the Confidential Self-Disclosure Form and return it with current disability documentation to the Services for Students with Disabilities Office. For information regarding specific disability documentation guidelines and accommodation procedures, including necessary forms, please refer to the Services for Students with Disabilities website. For additional disability information, please refer Core Curriculum and Study Opportunities section in this book.

## **Veterans and Military Service Information**

The degree programs of the College of Continuing Studies are approved under the Veterans Readjustment Benefits Act of 1966, as amended. An Application for Program of Education is available online at [www.vabenefits.vba.va.gov/vonapp](http://www.vabenefits.vba.va.gov/vonapp)

Veterans who receive post 9/11 G.I. Bill benefits may be eligible for Rider's Yellow Ribbon program. Students filing for benefits at Rider will be responsible for filing a copy of their DD 214 (separation papers) with the CCS certifying official.

Students who are applying for or who are receiving VA or military service benefits, must matriculate before the completion of 24 credits at Rider. Students who have transferred from another college and have received 30 or more transfer credits should matriculate before they complete, or during the semester that they complete, 15 credits at Rider, in order to be eligible for certification for VA benefits. See the Undergraduate Procedures and Policies chapter of this catalog for specific benefits.

Enrolled students may contact the CCS certifying official at 609-896-5033 with any questions.

## **OFFICE OF GRADUATE ADMISSION**

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

A Master of Business Administration, a Master of Accountancy and an Executive Master of Business Administration can be pursued through the College of Business Administration. Students pursuing the Master of Business Administration or Master of Accountancy degrees may choose a concentration in: computer information systems, corporate accounting for managers, entrepreneurship, finance, global business, management or forensic accounting. Students interested in pursuing the Executive Master of Business Administration will need to gain five years of work experience before applying. For College of Business Administration academic assistance and guidance, call 609-896-5127.

The Department of Graduate Education, Leadership and Counseling offers a Master of Arts in the fields of clinical and mental health counseling or school counseling; educational and teacher leadership; organizational leadership; reading/literacy education, teaching, and special education, as well as educational specialist degrees in counseling services and school psychology.

The Department also offers numerous graduate-level teaching certifications, early childhood education certification, ESL and Bi-Lingual certification, teacher of the handicapped certification, and 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 assistance and guidance, call 609-896-5353.

The College of Liberal Arts and Sciences offers a Master of Arts in Applied Psychology: Applied Behavior Analysis (ABA) and a Master of Arts in Business Communication. For applied psychology academic assistance and guidance, call 609-896-5087. For business communication academic assistance and guidance, call 609-896-5209.

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Westminster Choir College

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[www.rider.edu/wcc](http://www.rider.edu/wcc)

# Westminster Choir College

A division of Westminster College of the Arts, Westminster Choir College of Rider University is a professional college of music located on a 23-acre campus in Princeton, NJ, seven miles north of Rider's

Lawrenceville campus. Here, the Bachelor of Music (B.M.) degree is offered with majors in music education, organ performance, piano, sacred music, theory/composition, and voice performance. The Master of Music (M.M.) degree is offered in choral conducting, composition, music education, organ performance, piano accompanying and coaching, piano pedagogy and performance, piano performance, sacred music, and voice pedagogy and performance. In addition, the college offers the Master of Music Education (M.M.E.), Master of Voice Pedagogy (M.V.P.), and Bachelor of Arts in Music degrees.

## A TRADITION OF EXCELLENCE

Choral music performance lies at the heart of the Westminster program, which involves daily choir rehearsals and required voice study for all its students. Preparation and performance of the choral/orchestral works at times takes precedence over all other facets of campus life. All undergraduates sing in one of the large ensembles: Chapel Choir, Schola Cantorum or Symphonic Choir. Auditioned ensembles include the Westminster Choir, Williamson Voices, Westminster Kantorei, Jubilee Singers, and Concert Bell 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.

## PRIVATE STUDY

Private study in voice, piano, or organ is available on the Westminster campus during the fall and/or spring terms. Travel to the Westminster campus is the responsibility of the student. Full-time students from Rider's Lawrenceville campus whose major program does not require private applied music study, or Westminster College of the Arts majors who have completed all applied music requirements, may elect to enroll for one credit of private study on a space-available basis. Effective as of the fall 2009 semester for all new or readmitted Rider University students, there is a fee for these half-hour private lessons. Qualified Lawrenceville students may audition for organ study, for elective choirs, or for advanced courses in music for which they meet the prerequisites at Westminster Choir College.

More complete information about Westminster Choir College programs may be found in its separate catalog or online at [www.rider.edu/westminster](http://www.rider.edu/westminster). Information about the School of Fine and Performing Arts may be found on page 49 of this catalog.

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## Course Descriptions

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# Course Descriptions

Students interested in calendar and course offerings for the summer sessions should consult the summer session catalog, available from the College of Continuing Studies or at [www.rider.edu/summer](http://www.rider.edu/summer).

Unless otherwise noted, courses are offered in the fall and spring semesters. Semester designations following course descriptions apply only to daytime scheduling.

The University reserves the right to cancel any course for which fewer than 10 students are registered.

## ACCOUNTING (ACC)

### **ACC-210**

#### **Introduction to Accounting**

3 credits

This course provides an introduction to basic principles and methods of accounting essential to preparation, understanding and interpretation of financial statements. Topics include accounting for merchandising concerns, current assets, long-term assets, liabilities and equity accounts. A brief overview of internal control is also covered.

### **ACC-220**

#### **Managerial Uses of Accounting**

3 credits

This course provides an introduction to the use of accounting information in managerial decision-making. Topics include cost behavior, cost classifications, and problem-solving functions of accounting as they pertain to planning, control, evaluation of performance, special decisions, and budgeting. The interpretation of published financial statements and the statement of cash flow are also covered. Prerequisite: ACC -210.

### **ACC-302**

#### **Cost Management**

3 credits

This course focuses on firm strategy and the role managerial accounting information plays in the decision making process. Topics include the balanced scorecard, the value chain, product life cycles , target costing, theory of constraints, strategic pricing, management and control of quality cost systems, traditional and activity-based costing, cost control, standard costs and variances, and capital budgeting. Prerequisite: ACC-220, and CIS-185.

### **ACC-310**

#### **Accounting Theory and Concepts I**

3 credits

This is the first upper-level course in a sequence in financial accounting courses. Topics include the conceptual framework,

and standard setting process followed by application and evaluation of generally accepted accounting principles including content, and structure of financial statements, present value concepts, current assets, current liabilities, property, plant, and equipment, intangible assets and non-current liabilities are studied. An overview of comparable international financial reporting standards (IFRS) is also included. Prerequisite: ACC -210 and ACC-220.

### **ACC-311**

#### **Accounting Theory and Concepts II**

3 credits

This course is a continuation of ACC-310. Topics include long-term investments, stockholders' equity, earnings per share, interperiod income tax allocation, accounting changes, revenue recognition, pensions, leases and cash flow analysis. An overview of comparable international financial reporting standards (IFRS) is also included. Prerequisite: ACC-310.

### **ACC-320**

#### **Accounting Information Systems**

3 credits

This course provides an introduction to accounting information systems and enterprise-wide, process-focused information systems. Topics include quality of data for decision usefulness, internal control concepts and documentation tools, and database theory and applications. Prerequisite: ACC-310.

### **ACC-321**

#### **Internal Auditing**

3 credits

This course provides an introduction to the internal audit profession, including understanding the nature and activities associated with the internal audit process. Topics include: international auditing standards, risk assessment including internal control system evaluation, business processes, and the relationship of management and employee fraud to the internal audit process. Prerequisite: ACC-220.

### **ACC-325**

#### **Fraud Examination and Business Forensics**

3 credits

This course provides an overview of the prevalence of fraud and fraudulent financial reporting in all forms of business. Topics include: the motivation of individuals to commit fraud, various types of fraud schemes perpetrated in the workplace, as well as the various tools and techniques that are used to investigate, detect and prevent fraud. Prerequisite: ACC-210.

### **ACC-399**

#### **Accounting Co-op Experience**

6 credits

This course provides the student with a semester long supervised employment with participating companies. Students are evaluated periodically by senior staff members of the participating firms and required to complete a work journal, self-assessment and reflection paper. Eligible students include junior and senior accounting majors with a minimum GPA of 3.0 in accounting coursework. Co-op credits can be applied toward business or free elective requirements. Grading is on a pass/fail basis. Prerequisites: ACC-210, ACC-220, and ACC-310 and permission of department chairperson.

### **ACC-400**

#### **Principles of Auditing and Corporate Governance**

3 credits

This course provides an introduction to financial statement audits performed by certified public accountants. Topics include corporate governance, the audit environment, professional standards, audit methodology, and audit report preparation. The course also provides an overview of other types of assurance and non-assurance services provided by CPA firms. Prerequisites: ACC-302 and ACC-311.

**ACC-405****Accounting Problems and Practice**

3 credits

This course provides additional coverage of financial reporting issues and procedures. Topics include business combinations, consolidated financial statements, foreign currency translation, the effects of diversity across countries, disclosure and SEC reporting issues. Governmental and not-for-profit accounting standards are also covered. Prerequisite: ACC-302, 311.

**ACC-406****Integrative Professional Capstone**

3 credits

This course provides an integrative experience that applies financial statement and data analysis tools to a variety of accounting settings. Topics include issues of ethics and professionalism and linkages between accounting methods and company policy, equity valuation, bond ratings and other decision areas. Prerequisite: ACC-405 or permission of department chairperson.

**ACC-410****Fundamentals of Federal Taxation**

3 credits

This course provides fundamental federal tax concepts applicable to individuals, partnerships, corporations, estates, and gifts. Topics are considered from a tax compliance and planning perspective. Preparation of individual and corporate tax returns is also included. Prerequisite: ACC-311.

**ACC-450****Business Forensic Applications**

3 credits

This course provides an integrative experience that utilizes case presentation, projects and guest speakers. Students integrate topics and apply concepts and skills learned in other courses included in the fraud and forensic concentration. Prerequisites: ACC-325, BUS-425, and one of the following: ACC-320, ACC-400 or CIS-370.

**ACC-490****Independent Research and Study**

3 credits

Topic to be approved by professor and department chairperson. Available to juniors and seniors.

**ACC-491****Accounting Internship**

3 credits

This honors course provides the student with approximately two months of supervised employment with participating companies. Stu-

dents are evaluated periodically by senior staff members of the participating firms and are required to complete a term paper. Eligible students include junior and senior accounting majors with a minimum GPA of 3.0 in accounting coursework. Upon completion of course, a letter grade will be awarded. Prerequisite: Permission of department chairperson.

and challenges entailed in international advertising management. The course will cover the subject from three aspects, including the international advertising environment, the international advertising industry, and international advertising strategies. Prerequisite: ADV-200 or permission of instructor.

**ADV-370****Interactive Advertising**

3 credits

This course surveys the various components and issues of interactive advertising. Students will study the creative tactics, media buying processes, strategic concepts, and research foundation that are essential in the development of integrated interactive marketing communications. Prerequisite: ADV-200. Students who take this course cannot take MKT 370.

**ADV-435****Advertising Campaigns**

3 credits

This capstone course for advertising majors provides an opportunity for students to plan comprehensive advertising campaigns. Coverage includes segmentation research, creative development of the campaign, media planning, and determining advertising effectiveness. Integration of advertising into the marketing program will be emphasized. Prerequisites: ADV-311, ADV-315; advertising major or minor, senior standing or permission of instructor. Required for advertising majors.

**ADV-490****Independent Research and Study**

3 credits

Topic to be approved by the professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation, which may be counted as a business or free elective.

**ADV-491****Internship-Based Independent Study**

3 credits

Provides the student an opportunity to supplement and apply classroom work in supervised employment with participating marketing and advertising firms. Requirements include a journal with a log of daily activities, and a project or term paper presented to and evaluated by the internship sponsor. Evaluation will also include a report by the company on the intern's performance. Credits may be used to satisfy business or free elective requirements. Prerequisite: permission of instructor.

**ADVERTISING (ADV)****ADV-200****Advertising Principles**

3 credits

Basic theory, functions, principles, and applications of advertising are the focus of this course. The relation of advertising to our economy, the advertising department and the ad agency, selection of media, advertising practices, and the use of research to improve advertising techniques are covered. Prerequisite: MKT-200. Required for advertising majors.

**ADV-311****Advertising Copy and Layout**

3 credits

This course focuses on the development and planning of creative and strategic advertisements for a variety of products. The course includes creating concepts for ads, designing ads, and writing copy for all media. The student will become familiar with the activities and responsibilities of copywriters and art directors. The relationship between creative advertising and other functions of advertising will be emphasized. Prerequisites: ADV-200, COM-212. Required for advertising majors.

**ADV-315****Media Planning and Strategy**

3 credits

This course focuses on the essential principles, measurements, procedures and problems encountered in determining appropriate media in which to place specific kinds of advertising messages designed to reach closely defined target audiences. The advantages and disadvantages of all media will be discussed from an advertising perspective. Specific audience and cost calculations and analyses will be used to develop comprehensive media plans. Prerequisite: ADV-200. Required for advertising majors.

**ADV-369****International Advertising**

3 credits

This course introduces students to the general landscape of international advertising with emphasis on understanding the opportunities

**AMERICAN STUDIES (AMS)****AMS-200****Introduction to American Studies**

3 credits

An introduction to various historical definitions of the American experience or national identity, to selected topics which have been used to explain that identity, and to methods of study in the field.

**AMS-210****Growing Up American**

3 credits

Studies the maturation and socialization process in modern America through comparative analysis of autobiographical texts and students' personal experiences. Texts represent the experiences of young Americans of both sexes and of different class, racial, ethnic, religious, and regional backgrounds. Spring.

**AMS-211****Sports in American Life**

3 credits

Literary, sociological, and psychological views of sports in 20th-century American life are examined, focusing on sports as a symbol and reflection of our ideals and tensions.

**AMS-212****Multicultural America**

3 credits

Focusing primarily on the new century, this course explores the experiences of the remarkably diverse range of ethnic groups who have come to the U.S. in recent years, including Hispanics, Europeans, Asians and Africans. How these groups have impacted the communities where they have settled, how they have interacted with other ethnic groups, and how they have assimilated (or not) and prospered (or not) are among the issues examined and discussed.

**AMS-213****American Myth in Literature, Landscape, and Music**

3 credits

A study of the New World and related myths from an interdisciplinary perspective. Students will read essays, fiction, and poetry by Poe, Melville, Emerson, Whitman, James, and others. Paintings and musical works embodying New World concepts will be examined in connection with the above authors.

**AMS-214****Special Topics in American Studies**

3 credits

Studies in specialized areas of American culture, including travel courses to New Orleans and Spoleto USA. Topics change each semester and are listed in the course roster.

**AMS-215****Alfred Hitchcock in America**

3 credits

Explores the influence of American culture on the films of Alfred Hitchcock following his immigration to the United States. Students will study one of the cinema's greatest auteurs through the lens of American culture and its impact on Hitchcock's European sensibility. Also explores the reverse dynamic: how Hitchcock transformed American cinema.

**AMS-225****American Folklore**

3 credits

An introduction to folk language, custom, and material culture in the United States. Proverbs; myths, legends, and tales; superstitions; music; arts and crafts are treated from both aesthetic and social perspectives. Students will collect and examine folklore within their own cultural contexts.

**AMS-226****The New South in Literature, Music and Film**

3 credits

An exploration of Southern culture since World War II and how it has influenced American society as a whole. In literature, music, and film, the Sun Belt has been a significant, innovative region. From the spread of New Orleans jazz through the plays of Tennessee Williams to the fiction of Flannery O'Connor, Southern art has helped shape the larger American culture; this course examines that influence from an interdisciplinary perspective.

**AMS-227****Philosophy of Martin Luther King Jr.**

3 credits

A study of Martin Luther King Jr.'s philosophical writings and his impact on civil speeches and sermons, and critical assessments of the significance of his thought.

**AMS-228****Studies in American Jewish Culture**

3 credits

Focuses on important fiction, criticism, social/philosophical commentary, history, and films by 20th-century Jewish American

intellectuals, including Michael Gold, Anzia Yezierska, Saul Bellow, Bernard Malamud, Philip Roth, Cynthia Ozick, Grace Paley, Rebecca Goldstein, Art Spiegelman, Arthur Hertzberg, Leslie Fiedler, Chaim Potok, Woody Allen, and David Mamet.

**AMS-229****American Popular Culture**

3 credits

An exploration of American popular culture and its profound impact on both the United States and the rest of the world. Pop-culture theorists regard American culture as a dominant force; this course examines the development of this trend from historical, political, and artistic perspectives.

**AMS-250****America and the Future**

3 credits

Examines the projections of the American future in terms of the past and present. Emphasizes American studies methodologies, drawing upon philosophical, literary, environmental, and other varieties of futuristic speculations. Fall.

**AMS-304****Technology and Science in America**

3 credits

An overview of the development and impact of technology and science on American institutions. Topics include innovation, economic growth, science and its relation to technology, social theory, and the politics of science. Spring.

**AMS-305****Religion in America**

3 credits

Introduces the changing patterns of American development from the sectarianism of colonial America to the pluralism and growing secularism of the 20th-century American religious scene.

**AMS-306****Poetry and Poetics in American Culture**

3 credits

Examines American poetry and poetics in relation to American culture and history of the 18th through the 21st centuries. Students read poems and statements about poetry, view artworks, hear recordings, and examine hypertext versions of poems.

**AMS-309****Hip Hop and American Culture**

3 credits

Examines and critiques hip hop as a part of American culture. Students will engage with scholarship from several fields in studying the social conditions that fostered the creation of hip hop music, and discuss how these conditions have and/or have not changed in America since the 1970s, when hip hop was born. Students will delve into such issues as how women relate to hip hop, hip hop poetics and rhyme structures, race relations in hip hop, censorship, and the ethics and legalities of digital sampling.

**AMS-310****American Identity in the Arts**

3 credits

Studies the place of the arts and the position of the creative artist in contemporary American society, with particular emphasis on the problems of the artist's search for an American identity in the complex cultural milieu.

**AMS-311****Radicalism in 20th-Century America**

3 credits

Discusses a number of radical intellectual, literary, and political movements, organizations, and parties from the points of view of their members and leaders, and their historical genesis and development within the context of 20th-century American political life. Spring.

**AMS-312****American Photography**

3 credits

An intensive analysis of the documentary, aesthetic, and expressive significance of photography in American culture from 1850 to the present. Particular emphasis on the interrelationships between photography and developments in American history, painting, literature, and the social sciences. This course does not deal with the technical aspects of still photography.

**AMS-338****Social Impact of Rock and Roll**

3 credits

Explores rock and roll music as a communication medium of American popular culture. The focus is on both how rock and roll music has influenced, and is influenced by, society. It addresses the origins, development and impact of rock music in relation to some of the critical cultural dynamics that provided not only its context, but also much of its content.

**AMS-400****Seminar in American Studies I**

3 credits

A study of arts and letters in America from the Puritan period through the Civil War. Should be taken junior year if possible. Prerequisite: AMS-200. Spring.

**AMS-401****Seminar in American Studies II**

3 credits

A study of arts and letters in America from Reconstruction to the present. Should be taken junior year if possible. Prerequisite: AMS-200. Fall.

**AMS-490****Independent Research and Study**

1-4 credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

**AMS-491****Internship in American Studies**

1-4 credits

A supervised work experience in an approved organization to gain knowledge of various manifestations of American society in workplace settings. Placements can be made in business, government, and non-profit organizations and local grassroots movements that draw on the knowledge acquired in the American studies curriculum.

**ARTS ADMINISTRATION (AAD)****AAD-100****Arts Admin Lab**

0 credits

Arts Administration majors must meet the weekly attendance and participation requirements for Arts Administration Lab in the freshman fall and three other semesters. Grading is "P" (satisfactory) or "U" (unsatisfactory).

**AAD-121****Intro to Arts Administration**

3 credits

A survey course that covers topics relevant to administering the arts, and includes reviewing state and federal legislation to non-profit organizations, non-profit agency structure, long range planning, board development, marketing, fundraising, public relations, advocacy, budget, human resources and ongoing compliance issues. Students will have opportunities to interact with professionals in the field and explore career options.

**AAD-202****Communication and Marketing in the Arts**

3 Credits

Intended for arts or business majors interested in arts management, this course immerses students in the fundamentals of promoting the arts, from grassroots public relations to basic marketing concepts and applications. Students will have opportunities to interact with professionals in the field and explore career options. Prerequisites: AAD-121 and LL-131 or permission of instructor.

**AAD-203****Arts Fundraising**

3 credits

Provides students with an understanding of the ethics, strategies and practices of fundraising for non-profit arts agencies. Students gain an understanding of the role of the development office in a non-profit arts agency, prepare for careers in arts management by increasing the skills necessary to function, and learn to plan a multi-faceted fundraising campaign effectively. Prerequisite: CMP-120 or LL-131.

**AAD-204****Arts Outreach and Education**

3 credits

This course examines essential educational components of arts institutions, how they evolve and are produced, and will assess the importance of educational programming to arts organizations and the communities they serve. Prerequisite: AAD-121.

**AAD-205****Survey of Arts Institutions**

2 credits

A survey of arts institutions of varying size and scope, examined through case analysis to better understand institutional planning, structure and functioning in "real world" application. Offered every other year. Prerequisite: AAD-121.

**AAD-225****Arts Practicum I – Patron Service**

2 credits

Under supervision, students complete on-campus service projects, which will be reviewed by the supervisor and client. Assignments based upon the student's level of expertise. Six hours per week required. Prerequisite: AAD-121.

**AAD-306****Art and Business of Recording**

3 credits

Survey of the recording industry. Responsibilities of the label and producer, copyrights, royalties, residuals, publishing, contracts and artist development, promotion, distribution, product management, domestic and international licensing, and related technology. Prerequisite: AAD-121 and CBA-110 Introduction to Business.

**AAD-307****Touring and Production Management**

3 credits

Organizing, marketing and managing tours. Responsibilities of the booking agent, tour manager, and performers. Case studies, relationships, contracts with venues, transportation companies, housing, and unions, budgeting, press kits, and insurance. Prerequisites: AAD-121, CBA-110.

**AAD-308****Legal Aspects of the Arts**

3 credits

A survey of legal issues in the arts and entertainment industries, examining the relationship between arts and the law – from cultural property rights to intellectual property, copyright and beyond. Prerequisite: AAD-121.

**AAD-309****Arts Events and Festivals****Management**

3 credits

Students learn to develop, produce, and staff successful arts events while refining planning skills through practice with theoretical and real arts event venues and participating in the production and management of actual events. Prerequisite: AAD-121.

**AAD-325****Arts Practicum II - Service/Field**

3 credits

Under supervision, students complete projects for non-profit arts community, to be reviewed by the supervisor and client. Assignments based upon the student's level

of expertise. Ten hours per week required. Prerequisites: AAD-225, 2.5 minimum GPA and junior standing.

**AAD-350****Arts Venue and Patron Services Management**

3 credits

Integrating workplace with organizational mission: administration, staff, general public, artists. Internal control, artist/employee contracts, collective bargaining, health and safety issues, facilities operation, inventory, cultivation and maintenance of clientele and audience. Prerequisite: AAD-121.

**AAD-351****Crossing Cultural Borders**

3 credits

Course includes two weeks at an international arts organization, meeting and shadowing administrative staff, studying management styles, finance, and operational procedures, and attending all possible events during the visit. Travel fee required. May be repeated. Prerequisite: Junior standing.

**AAD-375****Special Topics: Arts Administration**

3 credits

Intensive study or activity in a specific area of Arts Administration. The content will vary with social/cultural events and/or interests and qualifications of the professor. May be repeated for credit. Fee may be required. Prerequisite: AAD-121 or CBA-110 or permission of instructor.

**AAD-400****Arts Politics and Policy**

3 credits

An exploration of arts and political policy, funding and advocacy in America through the lens of historical periods which shaped and were shaped by moments and movements in the arts. Prerequisites: AAD-121, AAD-202 and AAD-203.

**AAD-401****New York Arts Network**

3 credits

Students learn how arts institutions of varying scope, size and function and how administrators keep them running by spending focused, intensive time with them on their own turf. Prerequisites: AAD-121, AAD-202 and AAD-203.

**AAD-490****Independent Research and Study**

1 to 4 credits

This self-motivated, self-directed course culminates in a complete project. The student and the faculty advisor will mutually develop the scope of each project. It will be designed to demonstrate the student's entrepreneurial skills and provide an opportunity for practical application of the curriculum.

Prerequisites: AAD-202, AAD-203, and either AAD-121 or CBA-110.

**AAD-491****Arts Management Internship**

3 to 6 credits

Arts Administration majors are required to spend 13 weeks of on-site participation in a broad range of daily operations at an internship site. In addition, there are group meetings with all students participating in internships and site-analysis assignments given under the direction of Arts and Sciences faculty. Students may enroll for a maximum of 6 credits of internships. Prerequisite: Junior standing.

**ART (ART)****ART-103****Fundamentals of Drawing**

3 credits

An intensive study of drawing techniques in charcoal, pencil, and pen and ink.

**ART-104****Survey of Art History I**

3 credits

The history of Western art--architecture, sculpture, painting--from prehistoric times through the Middle Ages, emphasizing the relation between the arts and ideas of each period. Fall.

**ART-105****Design**

3 credits

Basic concepts of composition, form, texture, value, and color in two-dimensional design are explored.

**ART-106****Survey of Art History II**

3 credits

The history of Western art - architecture, sculpture, painting - from the Renaissance to the present, emphasizing the relationship between the arts and ideas of each period. Spring.

**ART-120  
Art and Society**

3 credits

Masterpieces of architecture, painting, and sculpture are related to their historical periods, providing an appreciation for and understanding of the vital interaction of art and society.

**ART-199  
Arts in Contemporary Civilization**

3 credits

An integral study of the arts and their place in contemporary American life. Includes attendance at several events in art, music, and drama. Spring.

**ART-201  
Art of the Ancient World**

3 credits

The arts of ancient man from prehistoric times to the fall of the Roman Empire.

**ART-204  
Fundamentals of Painting**

3 credits

Introduces students to the materials and techniques of oil or acrylic painting. Emphasis on experimentation and the development of individual expression in a variety of subject matters. Prerequisite: ART-103 or concurrently.

**ART-207  
Medieval and Renaissance Art**

3 credits

A study of the major monuments of architecture, painting, and sculpture created in Western Europe between 300 and 1600. Particular emphasis on the history of Christian art, from its beginnings in the Roman catacombs, to the great monasteries and cathedrals of the High Middle Ages, to the revival of ancient Roman grandeur and forms in the Renaissance.

**ART-209  
Art of the Baroque**

3 credits

The art of the 17th century in southern and northern Europe.

**ART-214  
American Art**

3 credits

The development of the arts from colonial America to World War I. Discusses major economic, social, and political factors that influenced the course of American art history.

**ART-227  
Gallery Management**

3 credits

Designed to provide students with the experience of working in all aspects of art gallery management. It is intended for students, regardless of their major, who wish to add the dimension of art to their college experience through direct hands-on curatorship of the Rider Art Gallery. Spring.

**ART-230  
Three-Dimensional Design**

3 credits

Beginning problems in traditional sculptural materials (clay, wood, stone) and design-construction in mixed media. Spring.

**ART-303  
19th Century Art**

3 credits

An in-depth study of the major art movements in 19th-century Europe, from Neoclassicism to Postimpressionism.

**ART-304  
Drawing II**

3 credits

Studies the art of drawing beyond the introductory level with an emphasis on greater self-expression, advanced technical skills, and a variety of drawing media. Prerequisite: ART-103.

**ART-305  
Intermediate Painting A-B-C**

3 credits

Studio courses designed to expand the student's creative experience in painting with emphasis of greater self-expression. Students will be presented with specific painting projects that originate from conceptual or perceptual responses to reality (still life, landscape, figure) and to imagination (dreams, fantasy, invention). Class trips to galleries and museums are included. May be taken three times. Prerequisite: ART-204.

**ART-306  
Art of the 20th Century**

3 credits

The major artists and movements in the history of 20th-century painting and sculpture from Postimpressionism. Slide lectures, class discussion, field trips.

**ART-310  
Figure Drawing and Painting**

3 credits

Students will draw and paint from various sources, including the live model, clothed and nude, to understand the structures, gestures, and psychological aspects of the human body in art. Prerequisites: ART-103 and ART-204.

**ART-335  
Printmaking**

3 credits

A studio introduction to various traditional and contemporary relief printmaking techniques.

**ART-490  
Independent Research and Study**

1 to 4 credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1 to 4 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to enrollment. Pre-requisite: junior or senior standing, good academic standing.

**ART-491  
Internship in Art**

1 to 12 credits

Provides junior or senior fine arts majors with concentrations in art with the practical experience of working with a museum or professional art gallery. Students must be sponsored by an art professor. For each academic credit, interns must work 48 hours for the semester or approximately 3.7 hours each week. Pre-requisite: permission of instructor.

**ART-492  
Advanced Studio Workshop**

3 credits

Intensive course in various media for students working at an advanced level in studio disciplines. A high level of achievement is expected. May be taken more than once for credit. Prerequisites: two upper-level studio courses.

**ART-493  
Special Topics in Studio Art**

3 credits

Study in drawing and painting of a particular style, such as abstraction or subject, such as still life; or particular aspects on a museum collection, such as the Metropolitan. Prerequisites: ART-103 and ART-105 or Permission of Instructor.

**ART-495****Selected Topics in Art History**

3 credits

An intensive study of a particular art history topic, e.g., a single artist, artistic center, or artistic medium. Slide lectures, class discussion, field trips, class reports. Topics to be announced.

**ART-499****Senior Honors Program**

3 credits

A senior honors program may be submitted in partial fulfillment of requirements for graduation with honors in fine arts. Honors work is limited to those departmental majors with a GPA of 3.5 in fine arts courses and cognates. The program, planned under the direction of a faculty advisor, represents a culmination of demonstrated excellence in a specific area of fine arts. Candidates for honors in fine arts must be approved by the department chairperson and the faculty.

**BACCALAUREATE HONORS  
PROGRAM (BHP)**
**BHP-100****Honors Seminar: Great Ideas I**

3 credits

Traces the impact of great ideas on society, politics, economics, science, and the arts. This writing-intensive course substitutes for CMP-120 Expository Writing. Freshmen only. Fall.

**BHP-150****Honors Seminar: Great Ideas II**

3 credits

A continuation of Great Ideas I, the introductory Freshman Baccalaureate Honors Seminar. Great ideas are studied in their cultural and historical contexts and from an interdisciplinary perspective. Students are guided in writing an effective research paper. This writing-intensive course substitutes for CMP-125 Research Writing. Freshmen only. Spring.

**BHP-201****Honors Seminar: Age of Shakespeare – A Study in Cultural History**

3 credits

Studies the cultural history of Elizabethan and Jacobean England and of its visual and literary arts. More specifically, the course will investigate the peculiarly English synthesis of the old and new, Medieval and Renaissance, Continental and English in the arts and ideas of the Age of Shakespeare.

**BHP-206****Honors Seminar: Politics/Literary**

3 credits

Students will analyze literary texts in the context of selected political periods and ideologies, going beyond literary content to understand how language, genre, and structure mirror, otherwise represent, or criticize the political order within which the author writes.

**BHP-209****Honor Seminars: Law and the Arts**

3 credits

Fosters analysis of controversial art images from a range of genres (e.g., films, paintings, photographs, music, literature, and sculpture) and asks students to consider connections between the art and political/social/legal issues. Topics will include censorship, propaganda, and intellectual property.

**BHP-211****Seminar: Theories of Justice and the American Common Law**

3 credits

Examines some of the 'perennial' theories of justice, both classical and modern, that have left their mark on the evolution of Western concepts of justice. The practical implications of such theories and the two-way traffic between them and social realities will be explored through their application by the American courts. In addition to studying actual cases, students will participate in the adjudication of theoretical cases, both fictional and taken from contemporary realities.

**BHP-212****Children and the Media**

3 credits

This course examines how children and adolescents use and understand media and analyzes the role of media in their social and cognitive development. After studying the socializing presence of the media, students will analyze how exposure to television programs, movies, magazines and the Internet shapes children's socio-emotional development and their understanding of cultural norms. This course will also explore the effects that media use has on children's health, aggressiveness, and academic performance.

**BHP-213****Honors Seminar: Text and Context**

3 credits

Studies the major themes of a period of cultural change as they are expressed in important social, scientific, literary, and artistic works. Students will immerse themselves in a single major literary work and will interpret

it in light of a number of coordinate texts and works from the social sciences, from contemporary comment, and from the arts.

**BHP-215****Honors Seminar: The Universe and the Origin of Life**

3 credits

This course examines both the historical and ongoing scientific research that contributes to our understanding of how life arose on Earth. The evolution of primitive life to the present-day diversity of living organisms will also be explored. Over the course of the class, we will trace the development of theories concerning the evolution of life, with particular emphasis on biologic, geologic, and cosmic time scales.

**BHP-222****Honors Seminar: Existentialism in Literature**

3 credits

Introduces students to Existentialism as a 20th-century movement with roots going back to the 19th century and as a philosophy that has special relevance and importance for understanding today's world. Reading and discussion are based on topics of special concern to Existentialist philosophers: lying and the nature of reality, faith and reason, revaluation of values, and the meaninglessness of life. Readings will comprise a variety of fiction and non-fiction genres. Authors may include Dostoevsky, Unamuno, Camus, Sartre, Kierkegaard, Nietzsche, Brecht, Kafka, Pirandello, Weil, and Beckett.

**BHP-224****Worlds Apart: Global Perspectives on Development and Inequality**

3 credits

This course will examine the causes and patterns of uneven societal development in the world today, including consideration of historical and contemporary factors such as colonialism and globalization. Consequences of increasing inequality for the well-being of populations across the globe will also be discussed.

**BHP-230****Honors Seminar: Political Culture of the High-Tech Society – From the Authentic to the Synthetic**

3 credits

Explores social, political, and cultural transformations associated with the radical extension of cybernetic and reproductive technologies in modern society. In particular the course will focus on the impact of new so-called high technologies such as com-

puter-based communications, robotics, and biotechnology on such areas as the structure of the world economy, the organization of work, patterns of consumption, styles of popular culture, the design of private and public space, and the liberal-democratic political process.

**BHP-231**  
**Honors Seminar: Natural Adventures**

3 credits

Examines connections among environmental history, biology, and ecology. Human attitudes toward the natural environment are complex and have changed overtime, ranging from terror to exaltation from exploitation to preservation. Focus will be on the impact of changes in human land use and technology on natural ecosystems, exploring feedbacks between the two. Hands-on experiences will supplement readings from the primary literature both in science and history as well as literary explorations of nature.

**BHP-232**  
**Honors Seminar: Science and Politics of the Jersey Shoreline**

3 credits

Designed to acquaint the student with the scientific basis for evaluation of coastal problems and the political realities of funding and policy, focusing on the New Jersey Shoreline. Course topics will include consideration of waste disposal in ocean systems, depletion of ocean resources, physical and biological ramifications of human activities on the environment, and the political problems in dealing with mitigation of environmental stresses.

**BHP-259**  
**Honors Seminar: The Environment: A Conflict of Interest**

3 credits

Examines critical environmental issues such as global warming; food, water and energy resources; population trends; and global industrialization. Topics for context will include the origin of the elements, the origin of solar systems, and the origin of life as well as the basic principles of the current biotechnical revolution. Scientific understanding will be combined with knowledge about strategies for raising community awareness in order to (re)formulate public policy. In teams, students will be asked to define the problems; research available and prospective solutions; identify the technical, social, political, and economic constraints; and finally propose a workable strategy for making progress toward solutions.

**BHP-260**

**Honors Seminar: Education and the Arts**

3 credits

Through the study of classic and contemporary artistic works as well as influential philosophies and theories of education, this course explores representations of education in fiction, nonfiction, poetry, film, and music and the relationship between theory and practice. Society's shifting and ambivalent attitudes toward teachers and the educational process will be studied from multiple perspectives, including those of artists who are important educators themselves.

**BHP-268**

**Honors Seminar: Love and Chivalry in Arthurian Tradition**

3 credits

The legends attached to King Arthur of Britain and the Knights of the Roundtable have fascinated audiences for the past 1500 years. This course will examine the origins, development and meanings of love and chivalry, two essential themes in the Arthurian legends. Through study of the two major love triangles in the tradition---Arthur-Guinevere-Lancelot, and Tristan-Isolde-Mark---and the chivalrous quests of Lancelot, Tristan, Gawain, Parzival, and other Knights of the Round-table, students will discover how Arthurian ideals regarding love, chivalry, kingship, and heroism were established and why they still resonate in popular culture

**BHP-280**

**Honors Seminar: The World as a Social Construct**

3 credits

Challenges students to view the world as a product of historical and philosophical traditions as reflected in global communication dynamics. Forms of both ancient and modern political governance and their influence on international socio-political alliances will be examined, especially as reflected in cosmopolitanism, urbanization, and migration. Topics include the impact of the revolution in modern means of communication and obstacles to communication among peoples of diverse nations.

**BHP-300**

**Honors Seminar: Cultural Politics**

3 credits

With attention to genres such as literature, music, film, and the visual arts, this course explores the role of artistic expression as it reflects and/or subverts the structural elements and distribution of power in a selected culture and time period.

**BHP-303**

**Honors Seminar: The Politics and Philosophy of the Sixties**

3 credits

Examines three major American political movements of the 1960s—the black movement, the student movement, and the feminist movement—with an emphasis on the interactions among philosophy, politics, and culture. These themes are studied using original sources including theoretical writings by the movements' main proponents and texts describing particular events and developments in political and social history. Source materials may also include documentary films and recordings which represent the cultural assumptions of the period.

**BHP-304**

**Honors Seminar: Europe's First Armageddon – The First World War in History and Literature**

3 credits

Investigates the history and literature of World War I in order to understand how it shaped the civilization of the 20th century and how it affected the lives of those who experienced it.

**BHP-307**

**Honors Seminar: The Presence of Mind – Artificial Intelligence and Human Creativity**

3 credits

What is Artificial Intelligence (AI)? In what ways can computers "think"? How is their "thinking" similar to and different from that of humans? Through readings, lectures, discussions, and creative projects, students will investigate evidence of intelligence and creativity in various disciplines including music composition, art, and human and non-human systems. We will examine predictions for AI that date back to the 1930s and ponder likely developments in this area in the 21st century. No prior experience with computers or music is required.

**BHP-309**

**Honors Seminar: Genetic Engineering and the Philosophy of Science**

3 credits

Highlights the different perspectives held by scientists and philosophers regarding current bioethical issues. Topics include classical ethical theory, applied ethics, and basic biology as it relates to topics such as stem cells, cloning, and assisted reproduction. Students will learn how to construct and present rational, objective arguments during class discussions and presentations. At the end of this course,

students will have gained a strong perspective both the ethical and biological foundations behind modern “hot-button” topics in genetics.

**BHP-310**  
**Honors Seminar: European Historical Fiction in the 19th Century**

3 credits

Involves reading major European historical novels of the 19th century. Students will discuss why the vogue for historical fiction began and why the novels of Sir Walter Scott had such a tremendous impact on the genre. Examined will be such questions as the definition of historical fiction, the importance of historical accuracy, the relationship of literature and history, and the influence of historical differences in the development of historical fiction in different countries.

**BHP-312**  
**Honors Seminar: Musical Expression and Political Culture**

3 credits

Examines the relationships between political culture (e.g., enlightened reform, revolution, or reaction) and musical discourse in periods selected from Viennese classicism, Biedermeier/romanticism, post-romanticism and expressionism. Major emphasis will be placed upon how composers such as Mozart, Beethoven, Schubert, Mahler, and Schoenberg exploited and developed musical forms, and chose and set texts to respond to the imperatives of their political and cultural environments.

**BHP-314**  
**Honors Seminar: Symbolism and Impressionism**

3 credits

Examines Symbolist literature and Impressionist music. Students will come to understand some interrelationships between literary and musical creativity in the late 19th and 20th centuries by studying Symbolist literature and Impressionism in music history--two movements that had significant impact on Modernism and that continue to influence contemporary creative work.

**BHP-315**  
**Honors Seminar: 20th Century European Ideologies**

3 credits

Covers the origins and development of 20th-century European ideologies in a comparative perspective. Topics include the condition of European political culture at the turn of both centuries (i.e., 1900 and 2000), methods of spreading Nationalism and na-

tional culture, the First World War and the emergence of Fascism and Communism, the origins and consequences of the Cold War, the development and fate of the Socialist and Capitalist systems, and the ideology of Conservatism/Liberalism. We will also reflect upon the condition of European political culture in our day.

**BHP-318**  
**Honors Seminar: The Bible as Literature and Philosophy**

3 credits

Discusses selections from the three major divisions of The Bible: the Old Testament, the New Testament, and the Apocrypha. Stories such as Joseph and his brothers, Exodus, Samson and Delilah, Jonah and the Whale, Susannah and the Elders, the raising of Lazarus, and the trial and execution of Jesus will be read. Students will study many genres, including the short story (The Book of Ruth), poetry (Psalms), history (I and II Samuel), apocalypse (Revelations), letters (I and II Corinthians), and philosophical tales (The Book of Job).

**BHP-319**  
**Honors Seminar: The Arts of Memory**

3 credits

Collective memory, cultural memory, computer memory, crises of memory: explores different ideas about memory through a variety of disciplinary lenses within the humanities, including film, music, rhetoric, literature, history, and fine art. Topics will include the nature of group and cultural memory, mnemotechnica (the structures and techniques of memory), the representation of memory, memory anomalies and problems, and historical and national memory.

**BHP-320**  
**Honors Seminar: Gender and Music**

3 credits

Through listening and reading assignments, introduces students to the role of gender in shaping the creation, performance, and reception of Western music. Topics include canon formation and the reception history of works by male and female composers; the historical conditions in which women became composers, performers, listeners, and patrons; the musical representations of gender difference and sexuality; definitions of feminine and masculine musical style; ideologies of genius; and gender issues in music aesthetics, music historiography, and in the biographies of composers.

**BHP-321**  
**Honors Seminar: Gender and Sexuality in Hip Hop**

3 credits

This course explores the formation of femininity, masculinity, and sexuality in Hip-Hop and R&B, focusing on the music, images, and politics of the genres. Because Hip-Hop and R&B also exist in dynamic relationship with a variety of other genres, including funk, soul, rock, disco, jazz, and electronic dance music (EDM), some of these other genres will be included in readings and discussions along the way. Related topics include racial identity theory, religion, and a variety of other social constructions as mediated through rhetoric and discourse conventions that shape who we are and how we understand ourselves.

**BHP-322**  
**Honors Seminar: Guilty and Innocent**

3 credits

Through the study of social theory and research, legal cases, fiction, non-fiction, film and poetry, this course examines theories of criminal motivation and behavior, determination of blame, and assignment of appropriate punishment. Topics include changes in legal and cultural understandings of individual and social responsibility for criminality; the nature, purpose, and effects of punishment; and the impact of race, class and gender on defining crime and determining guilt or innocence.

**BHP-323**  
**Honors Seminar: Capitalism: On Trial!**

3 credits

Capitalism as a socio-economic system is put on trial! Readings for and against capitalism, drawn from a range of influential classic and contemporary texts, are examined and discussed in class. The competing theories are applied to current social, economic, and political issues. The role of government in the economy is also debated.

**BHP-325**  
**Literature and Political Realities: From Dictatorship to Democracy in Latin America**

3 credits

Explores Latin American politics and government in the 20th century and of the role of artists, primarily writers of fiction and poetry, as a corps of truth-tellers and resisters in the face of government propaganda, censorship, and cultural/political repression. The course will center upon themes and theories that help us explain the current state of Latin American politics and culture, and the dynamics

of their mutual influence. We will emphasize the vacillation between authoritarianism and democracy as well as the role of revolutionary change in the region. Analysis of economic, social, cultural, and historical influences on contemporary Latin American politics will be complemented and enriched by a study of representative works from important cultural and artistic movements.

### **BHP-330 Campaign Persuasion**

3 credits

This course will explore both political campaign communication history and practice, with a particular focus on current campaigns in New Jersey. The interface between communication theory and politics and the way in which messages are framed by the media will be explored. Guest speakers will share their perspectives on selected campaign issues. To move from the classroom and theory to real situations, students will be encouraged to volunteer for a campaign in New Jersey, and assignments will be focused on creating practical examples of political campaign communication materials.

### **BHP-350 Genocide and Human Rights**

3 credit

Explores one of the main paradoxes of the modern era: the development of human rights standards and, at the same time, the expansion and intensification of genocide, ethnic cleansing, systematic torture, and other crimes against humanity. A central question runs through the course: How are these two polar opposites, human rights and genocide, related? Concentrating on the period from the eighteenth century to the present, and encompassing virtually every area of the globe, we will discuss and debate the meaning of contested key terms, investigate particular historical cases of mass atrocities, and examine critically some of the recent efforts at redress, justice, and memory.

### **BHP-499 Baccalaureate Honors Thesis**

3 credits

Students completing the Baccalaureate Honors Program undertake a capstone project, which may be research-based and/or creative. Minimum 3 credits in total, which may be completed in fall or spring of senior year or distributed across both semesters. For details, see BHP Web site: [http://www.rider.edu/15478\\_6437.htm](http://www.rider.edu/15478_6437.htm).

## BIOCHEMISTRY (BCH)

### **BCH-225 Introduction to Organic and Biochemistry**

4 credits

An introductory course describing the basic principles of organic chemistry and biochemistry as they relate to human metabolism and disease. The nature of the chemical structure and reactivity of organic functional groups such as alcohols, aldehydes, ketones, carboxylic acids and amines will be presented with biological processes in mind. The biochemistry of the macromolecules DNA, RNA, proteins, carbohydrates and lipids will be discussed leading into a discussion of some of the more important metabolic pathways. This course is intended for science majors who do not take the full two semester sequence of organic chemistry and two semesters of biochemistry and desire a background in biochemistry. Non-science major students who have had one semester of general chemistry and one semester of biology may also enroll in the course. Three hours of lecture and one three-hour lab per week. Prerequisites: CHE-120, CHE-121; BIO-115 or BIO-117. Spring.

### **BCH-325 Biochemistry I**

3 credits

Outlines the chemistry and biological function of carbohydrates, proteins, lipids, nucleic acids, vitamins, and enzymes, and introduces enzyme kinetics and biological energetics. Degradative metabolic pathways of carbohydrates and lipids, and their controlled interrelationships are discussed in detail. Prerequisite: CHE-214. Fall.

### **BCH-326 Biochemistry and Enzymology I Lab**

1 credit

The laboratory work illustrates techniques and methods essential to the biochemist. Methods for quantification of proteins, purification of enzymes and determination of their kinetic parameters, polarimetry, and structure proof of carbohydrates. The lab must be taken concurrently with BCH-325 by biochemistry and biology majors, but is optional for others. Prerequisites: CHE-123, CHE-214. Fall.

### **BCH-330 Biochemistry II**

3 credits

Continuation of Biochemistry I. Includes molecular analysis of biological membrane structure and function and a molecular lev-

el analysis of information flow from DNA through RNA to proteins. Other topics include mechanisms of hormone action and an expansion on metabolic concepts. Prerequisite: BCH-325. Spring.

### **BCH-331 Biochemistry II Lab**

1 credit

Methods of protein analysis, building on techniques and principles learned in BCH-326. Students will use bioinformatics and molecular biological techniques, including PCR, to harness and change protein sequence. They will implement modern protein purification techniques, develop enzyme assays, and perform equilibrium binding assays to investigate the relationships among protein sequence, structure, and function. Prerequisites: BCH-326, BIO-117. Spring.

### **BCH-425 Medicinal Chemistry**

3 credits

A comprehensive description of the important principles of medicinal chemistry including principles of rational drug design with synthetic strategies, mechanisms of drug actions, structure-activity relationships, the absorption, distribution, metabolism and elimination of drugs. Specific classes of drugs to be discussed include: anticancer agents, analgesics, anti-inflammatory drugs, steroids, drugs acting on the nervous system and antibiotics. Prerequisite: BCH-325 or permission of instructor.

### **BCH-490 Independent Research and Study**

1– 4 credits

Immerses the student in laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

### **BCH-491 Internship in Biochemistry**

1– 4 credits

A supervised research experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placement may be in private, public, non-profit or governmental organizations under the guidance of a mentor. The mentor and student will have regular consultation with the departmental internship coordinator to assess the student's progress. Normally, 50 hours of internship per credit is required. The grade for the course will be determined

by the students' overall performance in their research work, a research paper documenting their work with their internship mentor and an oral or poster presentation at the end of the semester. Prerequisite: 2.5 GPA and permission of the instructor.

## BIOLOGY (BIO)

### **BIO-100**

#### **Life Science: Human Emphasis**

3 credits

An examination of mammalian physiology and development at the cellular and organ system level, with emphasis on physiological homeostasis in man. Three hours of lecture per week.

### **BIO-101**

#### **Life Science: Genetics Emphasis**

3 credits

An examination of cell biology and genetics, with emphasis on the impact of these fields on human affairs. Three hours of lecture per week.

### **BIO-103**

#### **Life Science: Ecobotanical Emphasis**

3 credits

Plant biology with emphasis on ecological interactions and economic uses. Three hours of lecture per week.

### **BIO-106**

#### **Life Science: Human Disease**

#### **Emphasis**

3 credits

An introduction to molecular, cellular, and human biology with emphasis upon diseases and disorders caused by mutation, bacteria, viruses, or parasites. The biology of human aging is also discussed. Three hours of lecture per week.

### **BIO-108**

#### **Life Science: The Biology of Human**

#### **Aging**

3 credits

An introduction to the biology of aging manifest in the cells, tissues, and organs of animals and humans. Three hours of lecture per week.

### **BIO-109**

#### **From Big Bang to Origins of Life**

3 credits

This course is a non-major science core course focusing on the interactions among astronomy/physics, chemistry, geology and biology. A consensus story has emerged about our origins from scientific insights

obtained over the last 400 years. Many know this story that began with the Big Bang and proceeded through the origin of the galaxies and the origin of the elements to the origin of our sun, earth and solar system. The origin of the earth gave rise to the origin of life, evolution of bacteria, viruses, plants and animals, creation of ecosystems and ultimately the evolution of humans. We will proceed through the science slowly. By doing so we can take the information from all of the sciences and reflect upon it. The result will be an enhanced appreciation for both the process of science and the awesome information we have learned about the natural world as well as ourselves. The study of our origins reveals that humans, all life, and our planet are intimately related.

### **BIO-110**

#### **Life Science: Inquiry Approach**

4 credits

An introductory course for non-science majors in which students develop an understanding of biological evolution, the molecular basis of heredity, the cell, matter, energy and organization in living systems, and the interdependence of organisms. In addition, students will develop an understanding of science as a human endeavor, the nature of scientific knowledge, and historical perspectives. Through investigative activities, students will develop an understanding about scientific inquiry and develop abilities necessary to do scientific inquiry. Three hours of lecture and one three-hour lab per week.

### **BIO-115**

#### **Principles of Biology: Evolution, Diversity, and Biology of Animals**

4 credits

An introductory biology course focusing on animal form and function. Evolution, genetics, physiology and ecology are emphasized. Three hours of lecture and one three-hour lab per week.

### **BIO-116**

#### **Principles of Biology: Evolution, Diversity, and Biology of Plants**

4 credits

An introductory biology course focusing on plant form and function. Evolution, genetics, physiology and ecology are emphasized. Three hours of lecture and one three-hour

### **BIO-117**

#### **Principles of Biology: Evolution, Diversity, and Biology of Cells**

4 credits

An introductory biology course focusing on basic cell biology. Cell diversity and function, genetics and biotechnology are emphasized. Three hours of lecture and one three-hour lab per week.

### **BIO-206**

#### **The Pharmaceutical Industry**

3 credits

An introduction to drug discovery and development. Topics include how drugs are used to diagnose, cure, treat, and prevent disease and how drugs affect body function. The origins of diseases and the early attempts at treatment are also covered. Designed for business majors; does not satisfy requirements for the biology major. Prerequisite: BIO-100 or BIO-101 or BIO-106 or BIO-108 or BNS-107 or CHE-115.

### **BIO-210**

#### **Hospital Intern Program**

2 credits

An internship that provides students with the experience in the practical aspects of medicine. Major departments in the hospital such as the emergency room, operating room, clinic, radiology, and the laboratory will be open for student rotations. Field trips to various medical schools in the area will provide information on professional school educational opportunities available in the health professions. Prerequisites: sophomore standing or above and permission of instructor.

### **BIO-221**

#### **Human Anatomy and Physiology I**

4 credits

A comprehensive survey of the structure and function of musculo-skeletal systems, neuroendocrine systems and related tissues and cellular interactions. Physiological applications include homeostasis, muscle dynamics, and cell activities. Laboratory exercises complement lecture material through the use of animal dissections, wet labs, computer-assisted investigations, microscopy, and models. Exams, case histories, personal investigations, and lab practicums assess learning. Course emphasis supports allied health and pre-professional training. Three hours of lecture and one three-hour lab per week. Designed for allied health students; does not satisfy requirements for the biology major. Prerequisite: BIO-115.

**BIO-222****Human Anatomy and Physiology II**

4 credits

A comprehensive survey of the organ systems of the body including special senses, cardiovascular, respiratory, digestive, excretory, reproduction and development. Physiological components include electrolytes, metabolism, nutrition, and the mechanisms of homeostasis and cell reception. Lab studies support lecture material through dissections, wet labs, computer-assisted learning, microscopy, and models. Assessment includes lab practicums, exams, and reports. Course emphasis supports allied health and pre-professional training. Designed for allied health students; does not satisfy requirements for the biology major. Prerequisites: BIO-221 and CHE-120, CHE-121, CHE-122, CHE-123 recommended.

**BIO-265****Genetics**

4 credits

A comprehensive course focusing on molecular, Mendelian, and population genetics. Topics covered will include molecular advances in the study of genetics, including genomics and bioinformatics; evolution and the effects of genetic mutations; the application of population genetics to forensic science; genetic problem solving, including genetic crosses and statistical analysis; and regulation of gene expression. The laboratory for this course will introduce students to commonly used genetic model organisms and basic molecular biology techniques. Three hours of lecture and one three-hour lab per week. Prerequisites: BIO-115, BIO-116 or BNS-118, BIO-117.

**BIO-272****Introduction to Marine Biology**

3 credits

Introduces students to the study of marine environments, emphasizing the diversity, ecology, and physiology of marine animals, algae, and plants. Aspects of the human impact on marine environments are also discussed. Prerequisites: BIO-115 or BIO-116 or BNS-118 and grade of "C" or better.

**BIO-272L****Marine Biology Laboratory**

1 credit

Exercises reinforce principles of marine biology through examination of organisms, dissections, field trips, aquarium maintenance, and the collection and analysis of data from coastal marine environments. Some full-day field trips (usually on a weekend) are required. Prerequisite: current or prior enrollment in BIO-272.

**BIO-300****Developmental Biology**

4 credits

Lectures and laboratories explore molecular, cellular, and genetic mechanisms of animal development. Aspects of gametogenesis, fertilization, induction, cytoplasmic determinants, morphogenetic movements, differentiation and developmental evolution are discussed. Three hours of lecture and one three-hour lab per week. Prerequisites: BIO-115, BIO-116 or BNS-118, BIO-117.

**BIO-305****Vertebrate Physiology**

4 credits

Study of the principles and mechanisms of mammalian physiology. Topics include the nervous system, muscle physiology, cardiovascular physiology, respiration, gastrointestinal activity, renal function, and endocrine physiology. Lectures and laboratory exercises emphasize homeostatic mechanisms and organ-system interactions. Three hours of lecture and one three-hour lab per week. Prerequisites: BIO-115, BIO-116 or BNS-118, BIO-117.

**BIO-315****Medical Microbiology**

4 credits

Biology of prokaryotes of medical interest with emphasis placed on diversity and host-pathogen interaction. Current research literature will be covered and presented by students. Methods of microbial identification are introduced in the laboratory and applied in the identification of mock clinical isolates. Three hours of lecture and one three-hour lab per week. Prerequisites: BIO-115, BIO-116 or BNS-118, BIO-117. Spring of alternate years.

**BIO-321****Environmental Microbiology**

4 credits

An introduction to the discipline of microbiology, with an emphasis on the biology of prokaryotes found in all the natural realms of our environment, including the oceans, soil, atmosphere, and extreme habitats. Emphasis will be placed on microbial diversity, fundamental microbial processes, and the continual interaction between microbes and the natural environment. Classical and modern methods of identification are introduced in the laboratory. Three hours of lecture and one three-hour lab per week. Some field trips are required. Prerequisites: BIO-115, BIO-116, BIO-117, and BIO-265.

**BIO-335****Modern Plant Biology**

4 credits

Biology of seed plants, including growth, development, and reproduction of flowering plants. Emphasis is placed on acclimation and adaptations demonstrating environmental influences on plant structure and function. Current literature involving molecular mechanisms of control will be discussed. Three hours of lecture and one three-hour lab per week. One Saturday field trip. Prerequisites: BIO-115, BIO-116, CHE-122.

**BIO-340****Evolutionary Biology**

4 credits

Where did we come from? This course will explore the generation of biological diversity on earth. Course topics will include: the history of evolutionary thought; the different lines of evidence and fields of inquiry that bear on our understanding of evolution; selection vs. random changes in populations over time; speciation; extinction; the molecular basis of evolution; and evolutionary developmental biology. Three hours of lecture and one three-hour lab per week. Prerequisite: BIO-265.

**BIO-350****General Ecology**

4 credits

An investigation of the processes that regulate the distribution of plants and animals throughout the biosphere. Relationships among species and their interactions with the environment are stressed. Quantitative analyses of experimental results and current research in basic and applied ecology are discussed. Laboratory activities explore conceptual models using both field activities and computer simulations. Three hours of lecture and one three-hour lab per week. One Saturday field trip (laboratory time will be adjusted accordingly). Prerequisites: Two of the following: ENV-100 with a grade of "B" or better; BIO-115, BIO-116, BNS-118 with a grade of "C" or better in each course.

**BIO-370****Immunology**

4 credits

An introduction to the cells and molecules of the immune system with emphasis on recent advances. Topics include AIDS, autoimmunity, transplantation, and cancer. Readings from current journals will be discussed and presented by students. The laboratory will introduce current research techniques and then apply these to a research problem with critical analyses of the data generated. Three hours of

lecture and one three-hour lab per week. Prerequisites: BIO-115, BIO-116 or BNS-118, BIO-117. Spring of alternate years.

### **BIO-372**

#### **Behavior of Marine Organisms: An Evolutionary Approach**

**4 credits**

An examination of the underlying mechanisms and evolutionary causes of behavior, including habitat use, feeding, and mate choice, particularly in marine organisms. The laboratory will involve collecting, analyzing and interpreting field data and performing experiments in the lab using a variety of marine organisms including fish and crabs. Three hours of lecture and one three-hour lab per week. Some full-day field trips (usually on a weekend) are required. Prerequisites: BIO-115, BIO-116 or BNS-118.

### **BIO-400**

#### **Seminar in Cellular and Molecular Biology**

**3 credits**

Critical analysis of the scientific literature pertaining to current topics in cell and molecular biology. Topics may include: genomics, regulation of gene expression, development, and molecular processes of disease. Three hours of lecture per week. Prerequisites: BIO-115, BIO-116 or BNS-118, BIO-117, junior standing, and permission of instructor.

### **BIO-416**

#### **Bioinformatics**

**3 credits**

A comprehensive overview of relevant computer-based technologies used in genome research, DNA sequence analysis, and evolutionary biology. Will focus extensively on Internet resources and predictive algorithm usage for determining evolutionary relationships of organisms based on molecular evidence. Lectures will focus on terms and concepts frequently used in genomic and bioinformatic research, while computer labs will allow students to perform hands-on projects with actual DNA sequence data. Prerequisites: BIO-117, BIO-265 recommended.

### **BIO-420**

#### **Seminar in Organismal Biology**

**3 credits**

Critical analysis of the scientific literature pertaining to current topics in physiology and organismal biology. Topics may include hormonal control of behavior, immune pathogen interactions, and other aspects of whole animal and/or plant biology. Three

hours of lecture per week. Prerequisites: BIO-115, BIO-116 or BNS-118, BIO-117, junior standing, and permission of instructor.

### **BIO-450**

#### **Seminar in Ecology and Evolution**

**3 credits**

Critical analysis of the scientific literature pertaining to current topics in ecology and evolutionary biology. Ecology and evolution of terrestrial and aquatic systems may include scales of adaptation, mechanisms, or human impacts. Three hours of lecture per week. Prerequisites: BIO-115, BIO-116 or BNS-118, BIO-117, junior standing, and permission of instructor.

### **BIO-490**

#### **Independent Research and Study**

**1-4 credits**

Immerses the student in field or laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

### **BIO-491**

#### **Internship in Biology**

**1-4 credits**

A supervised work experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placement may be in private, public, non-profit, or governmental organizations. These can include educational or research institutions. The method of evaluation will be formalized prior to the approval of the internship by the sponsoring faculty and should include keeping a journal of activities, a term paper or project report and a poster presentation. Prerequisite: 2.5 GPA and permission of the instructor.

## BEHAVIORAL NEUROSCIENCE (BNS)

### **BNS-118**

#### **Behavioral Neuroscience**

**4 credits**

An introductory course including basic neuroanatomy and neurophysiology of movement, ingestive, reproductive, emotional, and learning behaviors. Emphasis is on the structure/function relationships that allow animals to make appropriate physiological and behavioral responses to the environment. Three hours of lecture and one three-hour lab per week. Prerequisite: BIO-115.

### **BNS-250**

#### **Biostatistics**

**4 credits**

This course will assist students with acquiring the skills necessary to design, conduct, and interpret research studies. Emphasis will be on learning how to develop experimental designs to translate theoretical concepts into testable hypotheses. Experiments conducted during laboratory sessions will use laboratory mice and will use equipment for measuring animal behavior. Students will gain experience collecting, analyzing, writing and orally presenting their research results. Three hours of lecture and one three-hour lab per week. Prerequisites: MTH-105 or higher or placement into MTH-210, grade of "C" or better in one lab science course.

### **BNS-310**

#### **Neurobiology**

**4 credits**

A lecture-laboratory course investigating the structure and function of the nervous system. Lecture topics include organization of the nervous system, neuroanatomy, neurophysiology, neurochemistry, physiology of sensory systems, biological aspects of nervous system diseases, and behavior. Laboratory exercises include study of anatomy of the nervous system, nerve cell recording, modern neuroanatomical techniques, and the neural basis of animal behavior. Three hours of lecture and one three-hour lab per week. Prerequisites: BIO-115, BIO-116 or BNS-118, BIO-117.

### **BNS-360**

#### **Neurochemistry**

**4 credits**

Examines the fundamentals of neurochemistry, including the neuroanatomical distribution, pharmacology, and functions of neurotransmitters; signal transduction pathways; behavioral and physiological effects of chemicals either used therapeutically to treat biopsychological disorders or that may be abused for their psychotropic effects; and mechanisms and models for the study of drug

action. Three hours of lecture and one three-hour lab per week. Prerequisites: BIO-115, BIO-117, CHE-122, CHE-123.

### **BNS-375**

#### **Neuroethology: Circuits of Behavior**

4 credits

Neuroethology is the study of the neural and physiological basis of animal behavior. This course focuses on the specific behavioral problems faced by animals in their natural habitats, and the ways in which their nervous systems solve these problems. The mechanisms that underlie complex behaviors such as spatial orientation and navigation, escape mechanisms, and animal communication will be examined, as well as the extraordinary sensory adaptation of organisms to their environments (e.g., echolocation, electrorception, and magnetic reception). The neural control of motor programs and temporally-patterned behaviors will be studied in simpler neuronal systems. Finally, recent cellular and molecular approaches to the study of behavior will be addressed. Three hours of lecture and one three-hour lab per week. Prerequisites: BIO-115, BIO-117.

### **BNS-415**

#### **Seminar in Behavioral Neuroscience**

3 credits

Critical analysis of the scientific literature pertaining to current topics in behavioral neuroscience. Topics include mechanisms through which the brain influences physiology and behavior and the integration of nervous and endocrine systems. Three hours of lecture per week. Prerequisites: BIO-115, BIO-116 or BNS-118, BIO-117, junior standing and permission of instructor.

### **BNS-490**

#### **Independent Research and Study**

1-4 credits

Immerses the student in laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

### **BNS-491**

#### **Internship in Behavioral Neuroscience**

1-4 credits

A supervised work experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placement may be in private, public, non-profit, or governmental organizations. These can include educational or research

institutions. The method of evaluation will be formalized prior to the approval of the internship by the sponsoring faculty and should include keeping a journal of activities, a term paper or project report and a poster presentation. Prerequisite: 2.5 GPA and permission of the instructor.

work environments and home. Various management strategies will be explored and each student will have an opportunity to design, via a multimedia microcomputer, an instructional technology system of their choice along with a management plan. Cooperative learning strategies will be utilized throughout the course. Developmental/reflective strategies will include self-reflection, peer feedback, and interaction with the instructor in class and via E-mail. Prerequisite: At least six semester hours of technology courses or modules.

### **BED-307**

#### **Concepts of Instructional Media and Technology**

3 credits

Designed to provide the student with familiarity and appreciation of the role of educational technology in the workplace as it applies to students, teachers, administrators, and trainers. The student will explore the Internet, various educational multimedia, distance learning, virtual reality environments, learning theories, and integration models. Appropriate developmental/reflective strategies will be incorporated with instruction. Although multimedia microcomputers will be utilized throughout the course, prior microcomputer knowledge and experience is not a critical element. Multimedia expertise will be developed as the course progresses.

### **BED-308**

#### **Directed Study in Instructional Media and Technology**

3 credits

Designed to enable the student to develop instructional presentations utilizing the advantages of multimedia technology. Each student will be required to create a multimedia portfolio that contains information presentations, cumulative records, presenter notes, work samples, photo library, video animation, and audio narration. Cooperative learning strategies will be utilized throughout the course. Developmental/reflective strategies will include self-reflection, peer feedback, and interaction with the instructor in class and via E-mail. Expertise will be developed as the course progresses.

### **BED-309**

#### **Instructional Media and Technology Management**

3 credits

Designed to develop technology management skills that can be used for individual classrooms, training centers, subject area specializations, grade levels, school laboratories, curriculum integration, administrative functions, system networks, community services, and communication systems and connecting linkages between educational/

### **BED-410**

#### **Principles and Strategies of Vocational and Cooperative Education**

3 credits

Designed as one of the specialized courses in the preparation of business and marketing education teachers and teacher-coordinators of cooperative work experience programs. The philosophy and history of education for and about work, including technology, are studied along with the principles and strategies for organizing and administering vocational cooperative education programs. Developmental/reflective evaluative techniques will be applied for the assessment of self, students, instruction and selected case studies. Current instructional concepts, organizational and administrative strategies, legislative enactments, and regulations pertaining to the employment of youth are included. Special attention is given to the role of vocational student organizations and advisory committees. Open to all students. A cumulative GPA of 2.75 is required. Fall only.

### **BED-415**

#### **Teaching Business Subjects**

3 credits

Instructional strategies in the teaching of business and marketing subjects are analyzed and demonstrated. Students are required to prepare lesson plans, teach demonstration lessons, develop a unit plan, and compile a resource file of teaching materials. Videotaping of demonstration lessons is integrated with the course work to encourage developing teaching competency through a series of instructional modules appropriate to the student's certification interests. A cumulative GPA of 2.75 is required. Fall only

**BED-445****Cooperative Work Experience  
for Education Majors**

3 to 6 credits

A minimum of 300 hours of a supervised occupational experience or a supervised internship program in an approved work station or institution. The experience is coordinated and supervised by a qualified coordinator of occupational education. A series of activities are designed to relate job and intern experiences to the student's future role as an employee or a professional teacher. The student will be evaluated by the supervising employer and the University supervisor. Summer only.

**BED-490****Independent Research & Study**

1 to 6 credits

Provides the student with an opportunity to study an area of personal interest. The outline for the study must be accepted by a sponsoring professor and approved by the student's department and academic dean. The number of semester hours credit to be assigned is determined by the department.

**BUSINESS POLICY AND ENVIRONMENT (BUS)****BUS-210****Introduction to Law: Contracts**

3 credits

An introduction to the origin of current law, with emphasis on the development of business law, students are exposed to legal terminology and acquainted with the system of application of rules of law to actual situations. The laws of contracts, particularly common-law developments, are considered in great detail.

**BUS-211****Commercial Law**

3 credits

The law as related to the sale of goods, commercial paper, and secured transactions as promulgated by the Uniform Commercial Code is considered in depth. Warranties, guarantees, remedies, and product liability are explored. The laws of bankruptcy and insurance are also considered. Prerequisite: BUS-210.

**BUS-214****Advanced Business Law**

3 credits

This course provides students with an introduction to the fundamentals of individual and organizational forms of doing business. The laws governing agency, partnerships, cor-

porations, and the purchase and sale of securities will be explored. The legal consequences of the relationships, and the rights and duties of the parties and entities will be discussed, as will the rules of law governing real, personal, and intellectual property, including the transfer of title to real property, the various types of bailments, the landlord tenant relationship, and the laws concerning wills, trusts, and estates. The concerns of businesses that compete in the global environment through the study of international law will also be discussed. Prerequisite: BUS-210. (This course replaces the property (BUS-213) and business associations (BUS-212) courses. You may not take this course if you have taken either of these courses.)

**BUS-250****Introduction to the Business of Sports**

3 credits

This course is designed to introduce the student to the business of sports. Business principles, such as management, marketing, law, finance and economics will be applied to the business of sports. The course will also explore the various career opportunities in the world of sports.

**BUS-300****Social and Legal Environment of Business**

3 credits

The strategies by which organizations in the private as well as the public sectors interact with, adapt to, and attempt to influence their external environments are explored. The primary emphasis is on evaluating the effect of business and governmental decisions on the quality of life. The role of regulatory agencies and the impact of local and national legislation on organizational behavior are considered. Prerequisite: 54 credits.

**BUS-315****Health Care Law, Ethics, and Policy**

3 credits

This course analyzes the role of the law in promoting the quality of health care, organizing the delivery of health care, assuring adequate access to health care, and protecting the rights of those who are provided care within the health care system. It will also examine the public policy, economic, and ethical issues raised by the health care system. Prerequisite: 54 credits.

Note: This course is cross-listed as HTH-315. Students may not get credit for both BUS-315 and HTH-315. For business students who take the course as BUS-315, the course

will count as a business course. If taken as HTH-315, the business student will receive credit as a liberal arts course.

**BUS-355****Sports and the Law**

3 credits

Examines the legal, ethical, economic, social and managerial issues related to sports. Topics include liability issues, contracts, employment discrimination, antitrust law, and constitutional law. This course is cross-listed as LAW-355. Students may not get credit for both BUS-355 and LAW-355.

**BUS-375****International Business Law**

3 credits

This course considers the impact of international organizations and treaties on global business and examines the various methods of international dispute resolution. Important legal and ethical issues related to conducting business overseas are discussed including the topics of labor and employment rights, environmental law, and intellectual property. Prerequisite: 54 credits.

**BUS-400****Strategic Management and Policy**

3 credits

This capstone course for seniors in business administration provides a framework for problem identification, analysis, and decision making within the organization. Students are given the opportunity to integrate and apply previously acquired knowledge of accounting, decision sciences, economics, finance, marketing, management, and statistics. Case studies, critical incidents, and other appropriate techniques are utilized. Prerequisites: (84 credits), CIS-185, ACC-210, ACC-220, MKT-200, MGT-201, FIN-300, MSD-340, BUS-300, CIS-485.

**BUS-425****Evidence Management**

3 credits

Legal issues and practical considerations involved in the collection, acquisition, analysis and storage of digital evidence. Presentation of digital and technical evidence to judges, juries and other decision makers. The law of evidence and its implications for the manner and method technical evidence is acquired and presented for consideration in court or in other proceedings (i.e. criminal, civil, or administrative). Requirements and preparation for the presentation of technical evidence as an expert or fact witness. Prerequisite: BUS-300 or permission of instructor.

**BUS-444****Selected Topics in Business Policy and Environment**

3 credits

The study of a selected topic of contemporary interest related to one or more of the following: strategic management, business law, business ethics, social responsibility, legal environment of business. Readings, research, lectures, discussions, and other methods will be used. Prerequisites to be determined by instructor.

**BUS-490****Independent Research and Study**

3 credits

**BUS-491****Business Administration Internship**

3 credits

An internship course with a business firm or government agency that provides the student an opportunity to apply classroom work in a supervised employment setting. Requirements include a journal of activities, oral or written reports to the internship director, and a final paper presented to and evaluated by the internship director. Evaluation will also include a report by the company/agency on the intern's performance. Prerequisite: permission of instructor and junior standing.

**BUS-492****Global Business Internship**

3 credits

An internship course with a business firm, government or international agency that provides the student an opportunity to apply classroom work in practical international operations of supervised employment. Requirements include a log of activities, oral or written reports to the internship director, and a final paper presented to and evaluated by the internship director. Evaluation will also include a report by the company/agency on the intern's performance. Credits may be used as business or free electives and may be counted toward the international business major. Prerequisite: permission of instructor.

**CBA-102****Career Planning & Perspectives I**

1 credit

In this course students will explore their own history, goals and values as input to their definition of success. The course will set the stage for the remainder of students' college career, and will encourage them to draw connections among their career goals, educational performance, extra-curricular experiences, and available resources.

**CBA-110****Introduction to Business**

3 credits

An introductory course emphasizing the global economy and the integration of functional areas of business that link strategy and business success. Critical issues such as ethics and technology will be covered along with an emphasis on leadership and communicative skills. A variety of supplemental teaching tools/approaches including videos, guest speakers, team projects, and The Wall Street Journal will be used throughout the course. Restricted to freshmen.

**CBA-202****Career Planning & Perspectives II**

1 credit

In this course students will build on their CBA 102 self-assessments to identify specific occupations that match who they are and where they want to go. The course will provide students with an understanding of the changed nature of the current work and career environment they will be entering when they graduate from Rider. They will acquire career management skills and apply these skills to developing short- and long-term career goals and plans for achieving them while at Rider. The course will also touch on the intersection of work and family roles. Prerequisite: CBA 102.

**CBA-302****Career Planning & Perspectives III**

1 credit

This one-credit course will be targeted to second-semester sophomores and juniors. In this course, students will build on their CBA 102 and 202 self-assessments to develop strategies for a successful job search. The course will provide students with an understanding of the changed nature of the current work and career environment they will be entering when they graduate from Rider. They will acquire career management and job search skills and apply these skills to developing networks, identify job search resources and enhance resume and interviewing skills. Students will understand how to research potential employers and translate their experiences into a successful job search strategy. Prerequisites: CBA-102 and CBA-202.

**CBA-310****Global Business Studies-Paris**

12 to 18 credits

A regular course load in an approved program at the Institut de Gestion Sociale Universite/American Business School in Paris, France. Courses will be selected from a list pre-approved by the global business program at Rid-

er. All business courses are taught in English. Two of the regular courses for all students in the program will be French language and civilization courses. Prerequisites: 2.5 GPA; junior standing; permission of international business program director and CBA dean.

**CBA-315****International Business Tour**

3 credits

Provides students with the opportunity to observe various international business environments outside of the United States. Students should gain a better appreciation of how culture, history, and politics influence organizational dynamics, business functions, and business customs. Prerequisites: Junior or senior standing and permission of instructor.

**CBA-316****Nature's Business**

3 credits

This interdisciplinary business-science course examines the relationship between economic, legal, biological, and environmental concerns and analyzes how a particular country attempts to preserve its biological diversity without sacrificing its economic development. Topics include ecotourism and the biodiversity, geology, cultural norms, and legal and political systems of the country. The study tour component of the course provides students with an opportunity to observe various international business and scientific environments outside of the United States. Prerequisites: Permission of instructor.

**CBA-317****Emerging Nations Study Tour**

3 credits

Through readings, lectures, student-led discussions, guest speakers, and a short-term study abroad experience, students become familiar with the culture, history, religion, and political structure of an emerging country or region. This includes an overview of economic conditions and business practices, insights on doing business with the country or region, and the importance of the country or region in the global economy. Prerequisite: junior or senior standing and permission of instructor.

**CBA-366, 367, 368, 369****Selected Topics in Business**

3 credits

The study of a topic (or combination of topics) that represents some dimension of business or has important implications for business. This study may be theoretical and/or applied in nature. Prerequisite: Permission of instructor.

**CBA-399  
CBA Co-Op**

6 credits

The co-op program provides students with an opportunity to work full-time in a company and apply what they have learned in their business classes. It also enhances students' employment opportunities since many employers use a co-op program as a first step before they hire full-time employees. Eligible students include junior and senior business students with a minimum overall GPA of 3.0, and a minimum GPA of 3.0 in the major. Co-op credits can be applied toward business or free elective requirements. Grading is on a pass/fail basis. Prerequisites: All 200-level business core courses, and BUS-300.

**CBA-490  
Independent Study**

1 to 4 credits

**CHEMISTRY (CHE)****CHE-100  
Introduction to College Chemistry**

3 credits

Open to all students, but designed primarily for those who wish to major in a science which requires chemistry but whose chemistry background is not sufficient to allow entrance into Chemistry 120. It focuses on the nomenclature used in chemistry including the symbols used to designate the chemical elements, the construction of chemical formulas, and the writing and balancing of chemical equations. Other topics will include interpreting the Periodic Table, the valences of the elements, the mole concept, and simple stoichiometry. In addition, chemical calculations involving units, scientific notation, significant figures, and the algebraic manipulations of simple equations will be included. Three hours of lecture per week. This course does not satisfy the requirements for the biochemistry or chemistry degree, but does satisfy the core requirements for liberal arts, education and business majors. Spring.

**CHE-115  
Chemistry and Contemporary Society**

3 credits

Designed to give the non-scientist an appreciation of the role of chemistry in today's world. The approach is conceptual rather than mathematical. Topics include basic principles of chemical theory, energy sources, elementary organic chemistry, drugs, food additives, polymers, chemistry of living systems, inorganic solids in modern technology, and problems involving pollution of the en-

vironment. Three hours of lecture per week. This course satisfies the core requirements for liberal arts, education and business majors.

determine thermodynamic properties and reaction mechanisms. One three-hour lab per week. Prerequisite: CHE-121. Spring.

**CHE-118  
Exploration of Chemical Principles**

4 credits

A one-semester introduction to the principles of chemical sciences. Students will utilize inquiry-based learning methods to examine contextual problems as a means to explore introductory models and concepts of chemistry. Students will also gain an understanding of how scientific models are used to explain experimental observations. The laboratory component of this course is designed to provide students with an experimental context within which to develop some of the models described in the classroom. Three hours of lecture and one three-hour lab per week.

**CHE-120  
Principles of Chemistry**

3 credits

For students who have successfully completed one year of high school chemistry. This systematic study of the fundamental principles and concepts of chemistry covers atomic structure, bonding, stoichiometric relationships, including solution and oxidation-reduction reactions, and molecular structure. Three hours of lecture per week. High school chemistry or CHE-100 is recommended before taking this course. Fall.

**CHE-121  
Principles of Chemistry Lab**

1 credit

For students concurrently taking CHE-120. Experiments involve gravimetric, volumetric, and spectrophotometric quantitative analysis. One three-hour lab per week. Fall.

**CHE-122  
Introduction to Chemical Systems**

3 credits

A continuation of CHE-120. For students majoring in the sciences but may be taken by others. Chemical systems in which the study of kinetics, thermodynamics, equilibrium, and radiochemistry are emphasized. Three hours of lecture per week. Prerequisites: CHE-120, MTH-105 or higher. Spring.

**CHE-123  
Quantitative Methods Lab**

1 credit

Usually taken concurrently with CHE-122. Primarily for students majoring in the sciences. A number of quantitative classical and instrumental methods of analysis are used to

**CHE-211  
Organic Chemistry I**

4 credits

The structure, chemical properties, and methods of preparation of the more important classes of carbon compounds are studied, with an emphasis on the relationship of structure, stereochemistry, and conformation to chemical reactivity. The preparation and reactivity of organic functional groups is introduced. The use of infrared and nuclear magnetic resonance spectroscopy, and mass spectrometry for elucidating structures of organic molecules is discussed. Three hours of lecture and one three-hour lab per week. Prerequisites: CHE-122, CHE-123.

**CHE-214  
Organic Chemistry II**

4 credits

A continuation of CHE-211, emphasizing the mechanism of organic reactions, structural interpretations of properties, preparations, reactivity and identification of organic compounds. Three hours of lecture and one three-hour lab per week. Prerequisite: CHE-211.

**CHE-250  
Quantitative Analysis and Statistical Methods**

4 credits

This course will provide a deeper exploration of topics in chemistry that are steeped in numerical analysis. These topics include advanced analysis of equilibrium systems, acid-base systems and electrochemical systems. Additional detail will be given to methods of chemical measurement, statistical methods of data analysis and determination of data validity and reliability. Both lecture and laboratory will show an emphasis on using computer-based tools to analyze experimental data. Three hours of lecture and one three-hour lab per week. Prerequisites: CHE-122, CHE-123, MTH-210. Fall.

**CHE-305  
Physical Chemistry I**

3 credits

The mathematic and conceptual foundations of physical chemistry will be introduced with an over-arching theme of determination of energy allocation within atomic and molecular systems. Topics will include determination and measurement of energy states in atoms and molecules, simple quantum mechanical systems, distribution of energies and the connection to thermodynamic quantities, the

three laws of thermodynamics, spontaneity, equilibrium and experimental kinetics. Prerequisites: CHE-214, MTH-211, PHY-201. Fall.

### **CHE-306 Physical Chemistry II**

**3 credits**

Physical chemistry concepts are explored in more detail with emphasis on examination of systems that require multiple models in physical chemistry to explain. Topics will include, kinetic theory and transition state theory, statistical mechanics and its connections to thermodynamic functions, temperature dependence of spontaneity and equilibrium, the thermodynamics of condensed phases and multi-component equilibria, electrochemistry, multi-electron quantum mechanical systems, approximations in quantum mechanics, symmetry and advanced molecular spectroscopy. Prerequisites: CHE-305, MTH-212. Spring of alternate years.

### **CHE-315 Inorganic Chemistry**

**3 credits**

The periodic table as a tool for predicting the physical and chemical properties of chemical systems is developed and examined in conjunction with various theories of bonding, including valence bond, molecular orbital, valence shell electron repulsion, and ligand field theory. Emphasizes structure of crystalline solids, coordination compounds, reaction mechanisms, and structure-property relationships. Three hours of lecture per week. Prerequisite: CHE-214. Fall.

### **CHE-316 Inorganic Chemistry Laboratory**

**1 credit**

Students will explore a variety of synthetic methodologies for the growth of inorganic molecular systems, and solid-state materials. A transition metal or main group metal plays a central structural role in all systems that will be examined. Modern analytical methods will be applied to characterize synthesis products, such as FT-IR spectroscopy, polarimetry, NMR, and powder X-ray diffraction analysis. Pre- or co-requisite: CHE-315. Fall.

### **CHE-320 Polymer Chemistry**

**3 credits**

Designed to acquaint students with the structure and properties of polymers, the contrast between small molecules and polymers, methods of measuring molecular weight, the

mechanism of polymerization, and the methods of fabricating polymers. Prerequisites: CHE-214, CHE-305 or CHE-306.

### **CHE-325 Physical Chemistry Laboratory**

**1 credit**

Measurements are made of physical properties of molecules and chemical dynamical processes. These measurements will be used to develop models which explain the physical chemical nature of the systems under examination. Experiments will utilize various instrumental techniques such as infrared spectrometry, nuclear magnetic resonance, fluorescence and UV/Vis spectrometry. One three-hour lab per week. Prerequisites: CHE-250, CHE-305. Spring.

### **CHE-330 Instrumental Analysis Lab**

**2 credits**

This course is designed to give students practical experience using modern analytical instrumentation and to provide students with the background theory and principles of operation. The instrumental methods introduced in this course include: ultraviolet and visible spectroscopy, atomic emission spectroscopy, gas chromatography (GC), high performance liquid chromatography (HPLC), X-ray powder diffraction analysis and electrochemical analysis. This experimental laboratory course meets two times per week with three hours for each session. One session will be focused on instrumentation background theory and discussion and the other session will be experimental practice. Prerequisites: CHE-214, CHE-250, PHY-201.

### **CHE-350 Advanced Organic Synthesis**

**2 credits**

The first of four experimental chemistry labs designed for chemistry majors. It presents the use of modern techniques, and instrumentation in organic chemistry, including distillation, chromatography, infrared, ultraviolet, nuclear magnetic spectroscopy, and mass spectrometry. Two three-hour labs per week. Prerequisites: CHE-214. Fall.

### **CHE-400 Chemical Bonding**

**3 credits**

The effects of the chemical bond on the structure and properties of molecules are investigated. Molecular orbital theories of bonding are introduced. Emphasis is placed on group theoretical methods utilizing molecular symmetry to simplify the description of the electronic structure of molecules and

to predict their geometric structures and reactivity. Three hours of lecture per week. Prerequisites: CHE-305, MTH-212. Spring.

### **CHE-415 Special Topics in Chemistry**

**3 credits**

An advanced level of one or more areas of modern chemistry. Emphasis on research and the literature of an area of current importance. Three hours of lecture per week.

### **CHE-420 Physical Organic Chemistry**

**4 credits**

In-depth studies of the methods for elucidating mechanisms of organic reactions for students who have completed one year of organic chemistry and physical chemistry. Topics include conformational analysis, linear free energy relationships, frontier molecular orbital theory, transition state theory, and chemical reaction kinetics. Isotopic scrambling, kinetic isotope effects, NMR and IR spectroscopy, polarimetry, and ultraviolet-visible spectrophotometry will be employed to investigate these concepts. Three hours of lecture and one three-hour lab per week. Prerequisites: CHE-214, CHE-305. Spring of alternate years.

### **CHE-490 Independent Research and Study**

**1–4 credits**

Immerses the student in laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

### **CHE-491 Internship in Chemistry**

**1–4 credits**

A supervised research experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placement may be in a private, public, non-profit, or governmental organizations under the guidance of a mentor. The mentor and student will have regular consultation with the departmental internship coordinator to assess the student's progress. Normally, 50 hours of internship per credit is required. The grade for the course will be determined by the students' overall performance in their research work, a research paper documenting their work with their internship mentor and an oral or poster presentation at the end of the semester. Prerequisites: 2.5 GPA and permission of the instructor.

**CHINESE (CHI)****CHI-100****Chinese I**

3 credits

This course is designed to foster mastery of the basic skills of Mandarin Chinese: speaking, listening, reading, and writing. The focus of the course is on communicative competency and accuracy. Together with Chinese 101, the course provides a thorough foundation in basic Chinese grammar. Students will have opportunities to work extensively with audio and/or video tapes, computer language programs and above all, students from China. Prerequisite: Placement test if Chinese has been studied elsewhere.

**CHI-101****Chinese II**

3 credits

A continuation of Chinese 100. This course continues to foster mastery of the basic skills of Mandarin Chinese: speaking, listening, reading and writing. The focus of the course is on communicative competency and accuracy. Together with Chinese 100, the course provides a thorough foundation in basic Chinese grammar. Students will have opportunities to work extensively with audio and/or videotapes, computer language programs and above all, students from China. Prerequisite: Chinese 100 or placement test.

**CHI-150****Chinese Culture and Basic Language**

3 credits

This course integrates beginning-level functional Mandarin Chinese language skills acquisition with the knowledge of Chinese business practices and culture as well as hands-on information and strategies for successful inter-cultural encounters. Students gain practical basic language skills through classroom practice and the use of audio/video and computer materials. Readings, films, documentaries and lectures in English by members of the business community enable students to integrate language acquisition with practical cultural knowledge and cross-cultural awareness. Examination of Chinese customs highlights social relationships and cultural practices. No knowledge of Chinese language is required. This course does not fulfill the SLAS foreign language requirement.

**CHI-200****Chinese III**

3 credits

This course is designed to foster mastery of the intermediate skills of Mandarin Chinese: speaking, listening, reading, and writing. The focus of the course is on communicative competency and accuracy. Together with Chinese 201, the course provides intermediate-level Chinese grammar, vocabulary and cultural knowledge through the use of film clips, simple newspaper articles, Internet, and other multimedia resources. Students are required to work extensively with audio and/or videotapes, computer language programs and they have a unique opportunity to work with students from China. Prerequisite: CHI-101 or placement test.

**CHI-201****Chinese IV**

3 credits

This course is designed to foster mastery of the intermediate skills of Mandarin Chinese: speaking, listening, reading and writing. The focus is on communicative competency and accuracy. Together with Chinese 200, the course provides intermediate-level Chinese grammar, vocabulary, and cultural knowledge through the use of film clips, simple newspaper articles, Internet and other multimedia resources. Students are required to work extensively with audio and/or videotapes, computer language programs and they have a unique opportunity to work with students from China. Prerequisite: CHI-200 or placement test.

**CHI-300****Advanced Chinese Reading and Composition**

3 credits

This course develops Chinese reading and writing skills within a cultural context and aided by a systematic review and expansion of grammar and vocabulary. Using literary, journalistic, business and other sources, students learn various writing discourses and their Chinese variants including narration, description, exposition, and journalistic, business documentation and letter writing. Some translation is used to encourage linguistic analysis. Interviews with Chinese foreign nationals, Chinese Americans, and working with students from China enhance the cultural understanding of students necessary for meaningful reading and writing. Prerequisite: CHI-201 or placement test.

**CHI-307****Images of Women in Chinese Literature and Film**

3 credits

This course will introduce students to the (change of) status of women in China through literature and film. Students will explore the rich Chinese literary traditions and examine how the images of women are represented by both male and female writers/directors in fiction and film of different historical periods. In the process of such exploration and examination, students will also examine how the literary movements and their historical, social, cultural and political contexts shape, and are shaped by, each other. They will learn to understand how diverse the experiences of Chinese women are. While students will be exposed to both classic and modern/contemporary literary traditions, the focus will be on the latter, such as May 4th New Culture Movement, Maoist revolutionary literature, (Post-Mao) wound literature, Root-Searching literature, etc. Classes are in English.

**CHI-310****Chinese Culture and Civilization**

3 credits

This course introduces students to the history, people and culture of China. They will explore China's powerful dynasties and empire and their cultural and aesthetic achievements, and will learn about nationalism, Mao's revolutionary communism. They will study China's religions, calligraphic, pictorial and ceramic traditions, literature, Chinese opera and cinema. Through an examination of Chinese customs, students will gain an appreciation of social relationships and cultural practices. No knowledge of Chinese language is required.

**CHI-311****Calligraphy As a Window**

3 credits

This course provides students with a chance to gain an intimate knowledge of Chinese language and culture through calligraphy. Students will learn the basic principles and techniques of writing Chinese characters with the writing brush. They will be introduced to the pronunciation, the composition and evolution of Chinese characters so that they will be able to read and understand what they write. Students will also learn how calligraphy is immersed in various aspects of Chinese culture. The main content of the course derives from examining applications of calligraphy to poetry, painting, and core concepts of Confucianism, Daoism and Buddhism. They will have a chance to cross time

and space, having dialogues with Confucius, experiencing Buddhist bliss of final “awakening” or “enlightenment” and abandoning themselves to the Daoist spontaneous flow with the movement of Nature and the cosmos. No knowledge of Chinese language is required.

### **CHI-490 Independent Research and Study**

1–4 credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

## **COLLEGE READING COURSE (CRC)**

### **CRC-100 College Reading**

3 credits

This elective course helps students develop greater skill and efficiency in meeting the demands of college reading. Primary emphasis is placed upon introducing, demonstrating, and practicing appropriate study strategies that will enhance overall academic performance. Instruction focuses on reading college textbooks more efficiently and effectively, improving comprehension and retention, and reading critically. Time management, note-taking skills, and other study strategies are introduced, demonstrated, and practiced. Reading and writing assignments complement and reinforce class instruction.

## **COMPOSITION (CMP)**

### **CMP-100S Introduction to College Writing**

3 credits

Students will develop their competence in the critical reading of challenging college-level texts that engage significant ideas and in writing effective essays that advance a clear and meaningful thesis while demonstrating understanding of those texts. Pass or fail.

### **CMP-115 Introduction to Expository Writing**

3 credits

Students will develop college-level skills in critical reading of challenging texts and in writing expository essays responding to those texts.

### **CMP-120 Expository Writing**

3 credits

Students will increase their competence in the critical reading of challenging college-level texts that engage significant ideas and in writing effective essays that advance a clear and meaningful thesis while demonstrating understanding of those texts. The second of the department's three-course composition sequence, CMP-120 must be taken by students who have successfully completed CMP-115 or who have attained a 530 or above on the writing section and 500 or above on the critical reading section of the SAT or a score of 4 or above on the English department placement test.

### **CMP-125 Research Writing**

3 credits

Introduces students to the process of library research and documented writing. Emphasis will be on the refinement of critical reading, thinking, and writing strategies applied to multiple sources and documented papers. Prerequisite: CMP-120.

### **CMP-203 Literature and Composition**

3 credits

Students will write research papers and do library research through the use of literary materials. The course emphasizes increasing the comprehension of ideas and experiences by means of selected readings and is open to students who receive a grade of “A” or “B” in CMP-120; it may be used as a substitute for CMP-125. Spring.

## **COMMUNICATION (COM)**

### **COM-102 Introduction to News Writing**

3 credits

Introduces students to routines of journalism, including reporting, writing and preparing content for print and web. Incorporates contemporary practices in multimedia journalism, including digital audio, video and photos, into traditional skills, with an em-

phasis on accuracy, clarity and professional style and voice. Class exercises are completed in a laboratory newsroom.

### **COM-103 Introduction to Communication Studies: Theory and Practice**

3 credits

Provides a foundation for the study of communication across the discipline. Open to freshmen only, it is designed to assist the first year student majoring in communication or journalism to gain a broad understanding of the scope and breadth of the field. Fundamental communication theories, principles, concepts, terms, and issues are introduced.

### **COM-104 Speech Communication**

3 credits

Examines basic communication principles and strategies of public speaking. Various genres of oral communication are studied, with an emphasis on extemporaneous and impromptu forms of delivery. Students research, prepare, and deliver speeches that are then used as the focal point for the discussion of effective speaking and listening. A number of speeches are videotaped. Students who received credit for COM-104S may not take this course.

### **COM-104S Introduction to Speech Communication**

3 credits

As part of the EOP program, this course is designed to improve the speaking and language skills of new college students. Through directed practice, students have the opportunity to develop poise and confidence in oral communication, as well as competence in analyzing and synthesizing messages. Emphasis is placed on development, organization, and delivery of speeches. To receive credit, a grade of “C” or higher must be earned. Students who receive credit for COM-104S may not take COM-104.

### **COM-105 Communication, Culture and Media**

3 credits

Provides a detailed investigation and analysis into the nature, history, scope, adequacy, and limitations of mass communication and examines the reciprocal influence of the media on culture and society.

**COM-106****Writing for the Communication Professions**

3 credits

Provides students with written communication writing strategies and tools. Applies theory and practice in communication to targeted audiences. Emphasizes the critical role writing plays in the communication workplace and provides an opportunity to evaluate and respond to real-life writing samples and situations.

**COM-107****Writing for the Media**

3 credits

Introduces students to interviewing and persuasive writing techniques for print and electronic public relations and advertising formats. Teaches techniques for creating effective digital audio-visual aids and working with digital audio and video.

**COM-131****Fundamentals of Video Production**

3 credits

Introduces students to basic video production theories, techniques, and applications. Students will gain competency in a number of video production areas including: production planning, camera operations, lighting, sound, and digital non-linear editing. Individual and group production exercises will involve planning and executing video productions in both studio and non-studio settings. This class is designed to prepare students from any major to effectively create, produce, shoot, and edit basic video production assignments including public service announcements, video news releases, educational/instructional videos, and marketing/promotional spots.

**COM-201****Communication Theory**

3 credits

Explores selected theories and models in human communication, the dynamics of the communication process in various settings, and the role of communication in human interaction.

**COM-204****Advanced Speech Communication**

3 credits

Provides students with the opportunity to further their study and practice of various types of speech communication. Moving beyond an introductory perspective, this course focuses on the development of critical, analytical, and pragmatic aspects of speech. The focus is divided between the discussion

of theoretical models and a demonstrated competence of that material. Prerequisite: COM-104 or COM-290.

**COM-205****Theories of Persuasion**

3 credits

Analyzes the motivations that lead individuals and audiences to beliefs and actions and the techniques of achieving objectives through persuasion. Attention, interest, empathy, ethos, fear, and techniques of speakers, and those who use persuasion professionally are studied.

**COM-210****News Reporting and Writing**

3 credits

Develops skills in hard-news reporting. Employs off-campus reporting assignments to refine information-gathering techniques such as interviewing, observation, and use of government documents and other contextual materials. Includes reporting and writing about police news, state and local government, the criminal justice system, science, business, and sports. Prerequisite: COM-102.

**COM-211****Copy Editing**

3 credits

Teaches all phases of copy editing for news and public relations: marking of copy, online editing, fact checking, building and shaping news and feature stories, applying mechanical style, building an ear for graceful English, and safeguarding against legal and ethical problems. Provides comprehensive review of grammar, spelling and punctuation, along with intensive practice in writing headlines and captions and editing wire copy. Prerequisite: COM-102.

**COM-212****Publication Design**

3 credits

Explains theories, principles, and techniques of print media layout and design. Provides an understanding of the use of type and art as design elements in various publication formats, such as newspapers, newsletters, advertisements and brochures. Directs students to apply these concepts to the creation of published materials using Adobe Creative Suite.

**COM-215****Computer Assisted Reporting**

3 credits

Develops advanced reporting techniques for researching and writing in-depth news stories and investigative articles. Uses state-of-the-

art computer-assisted reporting methods including finding and mining data bases on the Internet, creating spreadsheets to analyze data, and employing data base manager software to sort and summarize information in government documents and other specialized resources. Focuses on conceptualizing of story ideas, planning major projects, gathering information by means of data bases, participant-observation, interviews, and analysis of public documents. Emphasizes organizing large quantities of material and presenting it in a meaningful context, including with information graphics. Prerequisite: COM-102 or permission of instructor.

**COM-220****Voice and Articulation**

3 credits

Increases the student's knowledge of the vocal elements of oral communication and improves use of voice and articulation. Introduces anatomy and physiology for enhanced vocal production. Analyzes volume, rate, pitch, quality, phrasing, stress, and inflection. Presents the International Phonetic Alphabet as a means of developing correct articulation and pronunciation. Uses classroom exercises and tape recording for feedback and learning.

**COM-222****Group Communication**

3 credits

Examines the communication process as it relates to the small group. Theoretical constructs including motivation, group climate, attraction, leadership, decision making, problem solving and roles are analyzed. Utilizes group experience to study and evaluate the dynamics and effectiveness of interpersonal systems.

**COM-230****Radio and TV Communication**

3 credits

Examines the field of electronic communication and its role in society. Scrutinizes the history, technology, structure, and regulation of broadcasting including issues, trends, and the impact of new communication technologies. Introduces basic principles of effective communication in broadcast writing and producing.

**COM-233****Writing for Broadcast**

3 credits

Introduces diverse and highly structured writing styles and formats used in writing for broadcast. With focus on effective and creative writing using broadcast style, students will be exposed to the fundamentals of

writing dramatic and non-dramatic material for radio and television including station IDs and liners, public service announcements and commercials, news and public affairs programs, and short dramatic and documentary scripts. Through lectures, case discussions, in-class assignments, and critiques, emphasis will be on the practical application of basic rules and conventions common to broadcast writing from copy preparation to on-air delivery.

### **COM-234 Audio Production**

**3 credits**

Provides a laboratory study of audio production techniques, and performance. Introduces the fundamental properties of sound as applied in modern audio production at radio and television stations, sound studios, and production houses. Students conduct lab exercises in editing, mixing, and digital recording using ProTools. Students perform a variety of genres including news, commercials, dramas, and promos.

### **COM-235 Digital Filmmaking**

**3 credits**

This course will provide students with an introduction to basic narrative film production including theories, techniques and applications. Students will gain competency in a number of film production areas including: idea generation and scripting, production planning, cinematography, lighting, sound and digital editing. Working as individuals and in groups, students will develop and produce short narrative film projects. Students will continue to develop proficiency and mastery of the use of specialized vocabulary of the film industry as well as the ability to analyze film and its narrative structure. In addition students will break down the "narrative" focusing on genre conventions and subtext. Students will additionally examine the relevance of film to society while developing proficiency and mastery in the study of how to create film projects.

### **COM-240 Public Relations**

**3 credits**

Introduces current theories and practices of public relations, with emphasis on facilitating two-way communication with various publics. Explores approaches to public relations problems by critically analyzing case studies and applying theories and techniques to realistic situations.

### **COM-251 Interpersonal Communication**

**3 credits**

Focuses on the study of various communication concepts and theories and the development of interpersonal skills and sensitivities. More specifically, students will participate in lectures, exercises, and projects while exploring the role and function of relationships in their professional, social, and personal lives.

### **COM-252 Intercultural Communication**

**1-3 credits**

Develops intercultural communication competence through an awareness and understanding of diverse cultures and their impact on communication. It will introduce students to those general factors that influence communication with people from diverse cultures both internationally and within the United States, and offer a blend of skill development, communication theory, and hands-on application. Note: This course is cross-listed as GLS-252. Students may not get credit for both COM-252 and GLS-252.

### **COM-253 Organizational Communication**

**3 credits**

Focuses on the ongoing communication processes in organizations. This course examines how and why organizations develop policies and procedures that both encourage and yet constrain creativity and autonomy in employees. It also introduces various management skills to balance the dynamic in organizations. Finally, the course introduces students to various communication technologies that enable communication processes in organizations. Students will also have opportunities to participate in creating organizational dynamics through role-playing exercises, case studies, and other kinds of experiential learning.

### **COM-261 Multimedia Production I – Interactive Design**

**3 credits**

Introduces students to digital graphics, text, audio and video for Web design using Adobe Creative Suite. Students will learn the basics of audio, video, graphic, and interactive software along with theories of design and perception that underlie effective presentation of digital messages.

### **COM-262 Graphic Imaging for Multimedia**

**3 credits**

Teaches students techniques for image development, and image preparation for various multimedia applications. Emphasis is placed on palette issues, image manipulation, advanced image selection techniques, transparency and masking, multimedia authoring file formats, and dynamic image design. Students will be expected to participate in critiques of professional designs in order to learn to evaluate their work and their fellow students' work. Prerequisite: COM-261 or permission of instructor.

### **COM-263 History and Principles of Graphic Design**

**3 credits**

Covers the history and principles of graphic design from analog art through the digital revolution. The elements and principles of design will be used to study stylistic progressions, artistic techniques, design innovations, and mechanical inventions.

Material will be presented through a combination of illustrated lectures and discussions.

### **COM-264 Introduction to Media Convergence**

**3 credits**

Introduces the ways that the merging of media industries and the intersection and integration of various media platforms and technologies impact our lives. While the primary focus will be on digital and mobile technologies and practices, the course will also cover the convergence of digital technologies in a wide range of media areas, including journalism, social media, television and entertainment. The course will offer students broad conceptual frameworks for thinking about how the emergence and evolution of digital as well as mobile communication technologies have changed the communication and journalism industries and how they are reshaping content. In addition, the course is intended to allow students to use different digital communication technologies.

### **COM-265 3D Graphic Animation**

**3 credits**

Provides students with an introduction to the basics of 3D graphic animation techniques including modeling, texturing, rendering, visual effects and animation. Through various projects the students will learn: to model characters, sets and props, how to apply textures and color to their models, and how to

bring their creations to life using various animation techniques. In addition to the technical aspects of creating successful animation, the students will also learn the aesthetics of animation in regard to cinematography, art direction, lighting, character creation, prop creation, and set creation, dramatization and narrative.

### **COM-280 Issues in Event Planning**

**3 credits**

Offers students education in event planning, production, and supervision for varied professional applications. Emphasis will be placed on planning, budgeting, and organizing small and large events for educational, institutional, non-profit, and professional groups. Students will participate in the entire process of event planning, with specific experiences in applying communication theory to actual projects. Prerequisite: COM-240 or MKT-200.

### **COM-290 Professional/Strategic Speech**

**3 credits**

Provides students with practical information necessary for effective communication in various business and professional settings. Covers communication processes, principles, and models in the modern organization. Class assignments are given with emphasis on developing a knowledge and practical understanding of informative, persuasive, and impromptu presentations. Limited to students enrolled in the College of Business Administration.

### **COM-291 Documentary Film and Video**

**3 credits**

Surveys the history of documentary film, including reportorial, exploratory, persuasive, symphonic, compilational, reflexive, and fictional traditions through screenings, lectures, and readings. Provides practice in film criticism. Explores philosophical questions about the relationship between non-fiction films and videos and the reality they purport to record. Analyzes ethical problems of filmmaking.

### **COM-301 Communication Law**

**3 credits**

Critically examines the legal limits and privileges affecting freedom of expression, especially in publishing, advertising, film, telecasting, and cyberspace. Places particular

emphasis on the historical and philosophical foundations of the freedoms and limitations of communication in the United States.

### **COM-302 Communication Ethics**

**3 credits**

Analyzes internal and external pressures on the communication professional including economic, cultural, social, and political pressures, assesses the philosophical and practical basis for responding to such pressures, evaluates contemporary media responses to these pressures, identifies those that are of laudable quality and why, and provides guidance as to how individuals and organizations can think and react ethically. Issues addressed include censorship, confidentiality, conflicts of interests, minority and ethnic groups, privacy, sensationalism, and self-criticism.

### **COM-312 Special Topics in Journalistic Writing**

**3 credits**

Provides students with the opportunity to explore specialized topics in journalistic reporting and writing. Each course will focus on a specific area in the broad field of journalism. Examples include business reporting, health reporting, and sports reporting. Prerequisite: COM 102 or 107.

### **COM-316 Feature Writing**

**3 credits**

Focuses on problems and requirements of newspaper, magazine, public relations, and free-lance nonfiction writing. Students write features designed for acceptance in print, broadcast and digital media and learn marketing techniques. Prerequisites: COM-102 or 107, English writing concentration, or permission of instructor.

### **COM-318 Gender and Communication**

**3 credits**

Focuses on interactive relationships between gender and communication in contemporary American society. It connects theory and research with practice to explore multiple ways communication in families, schools, media, and society in general creates and perpetuates gender roles. It is designed to heighten students' awareness of how we enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem.

Note: This course is cross-listed as GND-318. Students may not get credit for both COM-318 and GND-318.

### **COM-322 Argumentation and Debate**

**3 credits**

Investigates the theory and practice of speech communication that seeks to persuade by inferential argumentation. Concentrates on theories, practices, and research in argumentation and debate, blended with speaking experience in analyzing and advocating controversial topics. Prerequisite: COM-104 or COM-290.

### **COM-323 Oral Interpretation of Literature**

**3 credits**

Provides an orientation to the field of oral performance. Students select literary texts, adapt the material to the audience and prepare it for presentation. Emphasizes the development of voice, articulation, and kinesic behavior. Presentations to the class are critiqued. Prerequisites: COM-104 or COM-290 or permission of instructor.

### **COM-328 Sitcoms and American Culture**

**3 credits**

Provides an overview to the unique and highly structured form of the American television situation comedy. The primary focus will be on history and development with in-depth study of situation comedy themes, characters, and settings. Through lectures, case discussions, in-class assignments, and class projects, students will examine the social and cultural meanings and implications of this incredibly popular and durable genre of programming.

### **COM-330 Documenting Cultures Through Travel**

**3 credits**

Offers students, through travel and study, a unique opportunity to gain firsthand experience of a foreign culture and to learn how to record and document their experiences using multiple media, including print, audio, video, photography and/or the Web. While traveling, students will be required to attend lecture/discussion sessions, site tours, and other planned activities. This experience will be preceded and/or followed by additional academic work to be conducted on campus. Study topics may include aspects of the historical, social, economic, political and aesthetic cultural components appropriate to the location(s) to be visited. The travel

component of the course will be scheduled to avoid conflict with normal semester offerings. No foreign language skills are required.

### **COM-331 Television Production**

3 credits

Explores the technological capabilities and limitations of the television medium in team productions using a range of styles and formats. Students learn principles of studio production, electronic field production, and electronic news gathering. Exercises include use of computer graphics, audio production, and non-linear video editing. Stresses electronic communication skills and aesthetic values in a professional production setting. Prerequisite: COM-230.

### **COM-333 Broadcast Programming**

3 credits

Analyzes the theory, practice, structure, and function of broadcast programming. Examines the structure of the industry as it relates to entertainment, information, and the audience. Studies program categories, formats, genres, trends, consistency, accountability, and ratings as well as cable, satellites, and home video. Critical standards are developed by introducing humanistic and scientific modes of program analysis. Prerequisite: COM-230.

### **COM-335 Television Field Production**

3 credits

Provides an in-depth study of advanced techniques in Field Production for television. Individual and group field production assignments will involve planning and executing single camera production in a non-studio setting. Previously developed video production skills will be refined, and students will gain increased competency and sophistication in all areas of field production including: production planning, camera operations, lighting, sound, and digital non-linear editing. Designed to prepare students to effectively function in the industry as a member of a professional field production team. In field situations, students create, produce, shoot, and edit documentaries. Prerequisite: COM-331.

### **COM-337 Music Production for Mass Media**

3 credits

Offers students education in audio production techniques for music and other advanced audio material. Building on theory and practice introduced in the prerequisite, the class

will instruct students in the theory behind acoustics and electronics as well as the digital tools and media. Those theoretical studies will be put to practice through exercises in recording music, making selections from music libraries, multi-track recording, arranging, editing, mixing and mastering. Students will begin to develop both an engineer's attention to audio detail and a musician's sense of artistry. Putting these skills to use, the students will produce complete musical works of varying musical styles, working both individually and in teams. Prerequisite: COM-234.

### **COM-341 Publicity Methods**

3 credits

Applies communication theory to writing and editorial processes and production techniques to create public relations materials; includes press releases, industrial publications, social media, trade publications, brochures, newsletters, stockholder reports, and multimedia platforms. Prerequisites: COM-107, COM-240, or permission of instructor.

### **COM-347 Sports Media Relations**

3 credits

Critically examines the symbiotic relationship between the mass media and professional sports franchises and major college athletic programs. This course deals with the workings and processes behind executing the proper techniques of sports information and media relations, as well as an analysis of the culture of sports in modern society. Students will develop a practical focus on sports information and promotion, including the role of the sports information director and events promoter, with emphasis on advanced concepts of public relations, publicity and marketing. Prerequisite: COM-240 or permission of instructor.

### **COM-352 Chinese and American Intercultural Communication**

3 credits

Instructs students about Chinese culture and communication. Culture impacts communication practices and styles in significant and subtle ways. Through readings, lectures, discussions, and first-hand interactions with Chinese international students, the students of this course will gain both conceptual and practical understanding of major communication differences between the two cultures, and become a more skilled intercultural communicator. Note: This course is cross-listed as GLS-352. Students may not get credit for both COM-352 and GLS-352.

### **COM-353 Nonverbal Communication**

3 credits

Investigates studies in and theories of non-verbal communication. Lectures and experiential activities explore the effect of status, culture, and gender upon kinesics, physical characteristics, proxemics, tactile communication, paralanguages, artifacts, and environmental factors. Prerequisite: COM-104 or COM-290 or permission of instructor.

### **COM-360 Advanced Publication Design and Presentation**

3 credits

Builds on elementary knowledge of graphic design to teach the principles of advanced layout, and computer graphics. Introduces students to industry standard drawing software and builds on their knowledge of layout software gained in the prerequisite course. Provides an understanding of the use of logos, infographics and magazine layout, and of the theoretical bases of color for print production. Prerequisite: COM-212.

### **COM-361 Photography**

3 credits

Using digital SLR cameras, introduces students to professional methods of shooting varied subjects while applying a range of compositions and styles. Using Photoshop, students edit images for publication in print and on the Internet. Hands-on coursework is grounded in theory, history, aesthetics, and ethics. Some cameras are available for loan from the University. Prerequisite: permission of instructor.

### **COM-363 Converging Digital Media**

3 credits

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

### **COM-364 Multimedia Production II — Web Design**

3 credits

Equips students with the theories and practical techniques required to produce effective digital text, graphics, and animations for the

Web. Discusses theories behind the use of these media in terms of effective communication and interaction. Introduces students to different computer platforms and requirements for cross-platform media. Prerequisite: COM-261 or permission of instructor.

### **COM-365 Graphic Animation**

**3 credits**

Offers students education in graphic animation theories, animation development techniques, and animation preparation for various multimedia applications. Emphasis is placed on the design principles in animated communication and animation techniques. The course covers the integration of static images in animation, graphic animation techniques, animation compression, animation rendering, input/output file formats, and animation delivery. The primary software for this course is Adobe Photoshop and Macmedia Flash. Students will be expected to participate in critiques of professional animation designs in order to learn to evaluate critically their own work and their fellow students' work. Prerequisite: COM-262 or permission of instructor.

### **COM-366 Project Management in Graphic Design**

**3 credits**

Explores the creative process of graphic design while developing an understanding of the methods employed in problem solving in the industry standard design software packages. Students learn how to create a hierarchy of information through the ordering of elements into a comprehensive visual unity. They consider the relationship between content and page size, proportion, grid and margins. Students learn about typography as a design element and how it works with other visual elements in design. In order to develop an understanding of the project-planning process for either printer or Web projects, students will develop and present a series of projects that will build on one another to develop their "visual voice." Students will be evaluated on their ability to apply course material to the projects to create professional-quality work; their ability to apply exchange ideas and accept and apply constructive criticism; and on their participation in class discussions, critiques and presentations. Prerequisites: COM-262, COM-360.

### **COM-367 3D Graphic Animation II**

**3 credits**

Continue to learn the techniques of 3D computer animation including modeling, texturing, rendering, visual effects and animation. In addition to the technical aspects of creating successful 3D animation the students will also learn the aesthetics of animation in regard to cinematography, art direction, lighting, character creation, prop creation, and set creation. Prerequisite: COM 265.

### **COM-380 Television Production Practicum**

**3 credits**

Provides a workshop dedicated to the planning and creation of professional caliber television content for the campus television network and beyond. This course will provide an opportunity for students to develop writing, graphic, audio, video design and production skills in an experiential setting. Students will create materials to be used by the Rider University Network and for broadcast, cable and Internet distribution. Students can be involved in any and all phases of creating content from project conception through implementation. Students will gain valuable experience with, a greater appreciation for, and increased competency in creating professional media content. This class will also prepare students to more effectively function in the communication industry as an effective member of a professional production team. Since topics will vary by semester and instructor, this course may be repeated once. Prerequisite: permission of instructor.

### **COM-390 Communication and Society**

**3 credits**

Examines in a topical manner the influence of communication upon significant issues and movements affecting people and society. Investigates interpersonal and mass media factors as they relate to a major issue such as changing sex roles, radicalism, racism, evangelism, election campaigns, and technology. May be taken more than once with different emphasis.

### **COM-391 Communication Criticism**

**3 credits**

Investigates and analyzes various methods of communication criticism and their applications to the understanding and evaluation of public and media discourses. Introduces theories and perspectives to assist in the analysis of those discourses. Methods include Aristotelean, Burkean, and ideological criticism.

### **COM-392 Media History: Personalities and Trends**

**3 credits**

Presents in a topical manner the history of the media from various perspectives, seeking to place the material into a meaningful economic, cultural, political, and/or social context. Different issues and related individuals are examined, such as the golden age of radio, motion picture economics, and media empire builders, with a view toward understanding their significant impact on the development and functioning of the media today. This course may be taken more than once with a different emphasis.

### **COM-393 International Communication**

**3 credits**

Examines mass media systems and their influence on international communication. Emphasizes media systems of major political powers such as Russia, China, the European community, the United States, and geo-political centers such as Africa, Asia, the Middle East, and Latin America. Using a seminar format, the course explores how a nation's mass media reflect its socio-political environment and national values. Focuses on the international images constructed by the mass media. Note: This course is cross-listed as GLS-393. Students may not get credit for both COM-393 and GLS-393.

### **COM-399 The Co-Operative Experience**

**3-12 credits**

This course provides a significant work experience to support the professional development of the student and complement theoretical and classroom learning. Students will be assessed based on measures as defined in a placement contract mutually agreed upon by the sponsoring faculty member, the organization representative of the placement site, and the student. Approximately 360 hours of work will be required as students work typically four days per week over at least eight weeks. The proposed placement contract requires departmental approval and the approval of the appropriate office of the dean. It is expected that the Co-op program consume the student's academic load for the semester. Final placement will be determined by the organization where the student will work. Rider University does not guarantee that every student applying for a co-op will earn a co-op placement. Contact the appropriate department for additional information. Prerequisites: junior standing and 2.75 GPA at the time of registration. Co-requisite:

IND-398 The Co-operative Experience Seminar. IND-398 and (dept.)-399 combined cannot exceed 15 credits. Pass/fail.

### **COM-400 Senior Seminar Communication**

3 credits

Provides students with the opportunity to explore critical issues in communication and journalism in a dynamic and engaging context. Students conceptualize problems, develop hypotheses, review literature, design appropriate techniques of inquiry, conduct their research, and present their findings orally to the seminar and in writing to the instructor. Senior journalism and communication majors only.

### **COM-415 In-Depth Reporting**

3 credits

Utilizes advanced tools and techniques of contemporary in-depth reporting for print and multimedia. Covering multifaceted stories, students will learn how to do balanced multi-sourced field reporting and writing using primary and secondary sources including human sources, electronic documents and databases, both online and offline. Emphasis will be placed on writing stories that answer not only who, what, when and where questions but also the why, the how and the "so what?" questions. Students will also be exposed to some of the best investigative work of journalists past and present as models for analysis and discussion. Prerequisite: COM-210.

### **COM-431 Advanced Television Research and Production**

3 credits

Explores the theoretical and practical application of aesthetic technique in modern television/video production situations. While the prerequisite courses emphasized competency in equipment operations and basic production skills, this course moves to a higher platform by emphasizing concepts of production and how to apply them for effective communication. Thus this course places emphasis on advanced techniques: design and aesthetics as applied to enhance the overall video presentation as practiced in both the commercial and organizational communication arenas. In the current state of the art of video production, a mastery of aesthetic skills is necessary for the effective expression of ideas in optimal fashion and for a variety of audiences. Students will be exposed to as many techniques as practical through class discussion (including heavy participation by the student), individual

and group lab activities and contact when possible with current practitioners and equipment. As most television production is done for a client, that process will form the basis for much of the course discussion and activities including projects.

### **COM-434 Advanced Radio Production**

3 credits

Provides in-depth study of advanced techniques in audio recording and radio programming and production. Individual and group production of short and long-form radio projects including: promotional spots, features, music programming, and news. Students will be involved in all phases of programming and production for radio including: project conception, development, management, and implementation. Selected student projects will air on the student radio station, 107.7 The Bronc. Prerequisite: COM-234.

### **COM-440 Cases and Campaigns in Public Relations**

3 credits

Critically analyzes public relations case problems in industry, labor, education, government, social welfare, and trade associations. Emphasizes problem solving through the use of communication theories, public relations techniques, creative thinking, and the development of professional goals and standards. Employs realistic simulation exercises and actual case studies to develop and critique students' ability to demonstrate this knowledge in professional situations. Prerequisite: COM-341 or permission of instructor.

### **COM-452 Contemporary Issues in Interpersonal Communication**

3 credits

Offers an in-depth investigation of relational communication. Students explore the many complexities involved in human interaction and interpersonal dynamics. Social and psychological implications of various communicative relationships ranging from cross-gender communication to dysfunctional family systems to intercultural interactions are included. Prerequisites: COM-222, COM-251 or COM-252 or permission of instructor.

### **COM-460 Multimedia Production III: Advanced Interactive Design**

3 credits

Builds on previous courses to refine students' understanding of theories and procedures of digital media development. Further develops Web site creation and project management theories. Students develop advanced Web creation techniques, including responsible site production. Prerequisite: COM-364.

### **COM-462 Advanced Graphic Design and Portfolio**

3 credits

Explores the processes of graphic design by creating independent and creative solutions to a series of design problems. Students expand their proficiency in all aspects of the design process, including creative brainstorming, conceptualizing, critical thinking and presentation. Students take a design project to both print and digital formats using Photoshop, Illustrator, and InDesign. Students develop and present a balanced portfolio as the culmination of their experience in the course. Prerequisites: ART-103, ART-105, COM-262, COM-360.

### **COM-490 Independent Research and Study**

1-4 credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

### **COM-491 Internship in Communication**

1-4 credits

Places qualified students in a professional area related directly to their communication training. Students may intern in a communication position with a corporation, small business, media outlet, public relations agency, non-profit organization, political party, sports organization, or other similar organizations. A minimum of 50 hours of internship per credit is required. Written reports, a final project, and supervisor evaluations are used to analyze and evaluate the experience.

For students majoring in the Department of Communication and Journalism only, primarily juniors and seniors. No more than two internships are permitted for each student; exceptions may be made. The deadline for registration is the first Friday of the semester. Prerequisite: 2.5 GPA or permission of instructor.

## COMPUTER INFORMATION SYSTEMS (CIS)

### CIS-185 Information Systems Essentials

3 credits

This course will enable students to use Microsoft Excel and Access to design advanced applications for effective decision making. Enterprise-wide application systems concepts and an introduction to SAP R/3 will be presented. Students will also be introduced to Web-based services technologies such as RSS feeds, blogs, wikis, as well as social networking and Web 2.0 technologies. Additionally, throughout the course, students will evaluate the ethical implications associated with digital information access and integration.

### CIS-195 Internet Applications Development

3 credits

This course involves the study of application development in an n-tier, component-based architecture. Major topics include client and server-side scripting, XML, and Web services. Emphasis is placed on database applications for E-commerce. Prerequisite: CIS-185.

### CIS-200 Introduction to Programming

3 credits

Students are provided with an understanding of the development of business applications utilizing the object-oriented/event-driven programming language Visual Basic. Prerequisite: CIS-185.

### CIS-255 Introduction to Game Design and Development

3 credits

The basic concepts, logic, techniques, tools, and vocabulary associated with interactive, digital game and simulation development will be explored through a combination of lectures, discussions, and hands-on learning. Knowledge and skills derived can be applied to a wide variety of business and other organizational settings globally for interactive simulations, games, and education.

### CIS-260 Business Graphics

3 credits

Basic color theory, typography, and page/slide layout are presented. Students utilize presentation, word processing and photo editing applications to create and edit various documents through hands-on labs and projects. Prerequisite: CIS-185 or permission of instructor.

### CIS-270 Networking and Telecommunications

3 credits

This course provides an introduction to business data communications and networking. The Internet and OSI models are discussed. Network technologies include local area networks, backbone, wide area networks, and the Internet. Introduction to network design, security, and network management are also provided. Prerequisite: CIS-185.

### CIS-300 Object-Oriented Programming

3 credits

Students will learn the basic concepts of object-oriented programming as contrasted with traditionally structured programming and will develop applications using the Java programming language. Prerequisite: CIS-200.

### CIS-309 Data Structures and Computer Architecture

3 credits

An introduction to linked lists, stacks, queues, trees, pointers, and sorting and searching algorithms. Students will learn the technical details of data storage and manipulation along with the concepts of program execution, and will use tools such as hex-editors and debuggers. Prerequisite: CIS-185 or permission of instructor.

### CIS-315 Integrated Business with SAP

3 credits

This course provides an introduction to enterprise resource planning (ERP) systems and addresses how integrated information systems improve business operations. Students will learn about functional business areas and business processes, and understand the problems inherent in un-integrated enterprise information systems. Using SAP software and case studies, students will learn how ERP systems are being used to facilitate integrated, real-time management decision making. Prerequisite: CIS-185 and ACC-210.

### CIS-319 Computer Forensics

3 credits

Students will use computers to obtain and analyze evidence found on storage devices such as those confiscated under warrant, and learn how to trace digital activities. Criminal and investigative procedures will be explored in depth. Prerequisite: CIS-185.

### CIS-320 Systems Administration

3 credits

Students learn the various facets of administration including operating system installation, configuration, maintenance troubleshooting and monitoring. The important task of administering computer security, including user accounts and authentications, will also be discussed. Hands-on labs will be done in the Windows Server 2012 environments. Prerequisite: CIS-185.

### CIS-325 User-Centered Design

3 credits

This course introduces students to the design and evaluation of interactive and internet-based devices and systems, including methods to understand user needs and requirements, design and prototype alternative systems, and evaluate system usability. Topics include interaction design, human factors, requirement gathering techniques, protocol analysis, usability testing, and heuristics evaluation. Prerequisite: Junior standing.

### CIS-330 Database Management Systems

3 credits

This course involves the study of computer databases. Major topics include relational databases, use of the structured query language (SQL) to query relational databases, and design and maintenance of relational databases. Prerequisite: CIS-185.

### CIS-340 Electronic Commerce

3 credits

Students will learn about the broad range of Internet business technologies; develop the skills necessary to create and administer successful electronic commerce projects; and understand the associated benefits, and risks of electronic commerce business models. Prerequisite: CIS-185.

**CIS-360****Data Mining**

3 credits

This course deals with modern technologies for data analysis. Hands-on exercises for data retrieval, data visualization and predictive analytics will be carried out using up-to-date methodologies and software tools. The full data mining life cycle will be covered from recognizing business problems and opportunities amenable to data mining analysis through deploying and monitoring solutions. Prerequisite: CIS-185.

**CIS-370****Systems Analysis and Design Project**

3 credits

Topics include modeling techniques and methodologies to address the planning, analysis, design, and implementation of high quality systems, delivered on time and within budget. Using rapid application development tools, students will also construct an operational system within the span of a single semester. Issues and tools related to the management of project teams are also discussed. Prerequisite: CIS-330.

**CIS-380****Advanced Seminar in Global Outsourcing**

3 credits

The course is aimed at generating a comprehensive understanding of the emergent domain of global business process outsourcing. Variously referred to as knowledge process outsourcing, IT-enabled services outsourcing, and business services outsourcing, the industry has seen enormous growth over the last decade and continues to grow. India commands the single largest share of this market but South Africa, Eastern Europe, Philippines, Morocco and Egypt have all emerged as other contenders in this global sector. The course is divided into four modules: the political economy of global outsourcing, process modeling, outsourcing management, and industry analysis. Prerequisite: Junior standing. Please note: Students will not receive credit for both CIS-380 and GSC-380.

**CIS-390****Project Management**

3 credits

This course introduces students to general project management, the process of organizing resources to achieve business goals. Topics include the identification, approval, analysis, and general management of complex business projects. Project management tools, reports, techniques, and approaches will be covered. Prerequisite: CIS-185.

**CIS-399****Computer Information Systems****Co-op Experience**

6 credits

The co-op program provides students with an opportunity to work full-time in a company and apply what they have learned in their computer information systems and other business classes. It also enhances students' employment opportunities since many employers use a co-op program as a first step before they hire full-time employees. Eligible students include junior computer information systems majors with a minimum overall GPA of 3.0, and a minimum GPA of 3.0 in any computer information systems coursework completed prior to submission of the co-op application. Three of the co-op credits can be applied toward the computer information systems major, and three credits can be applied toward business or free elective requirements. Grading is on a pass/fail basis. Prerequisites: CIS-200 and CIS-270.

**CIS-410****Selected Topics in Information Technology**

3 credits

Information and communication technologies are evolving rapidly and continually. The Special Topics course facilitates the exploration of a selected topic (or combination of topics) that represents a recent technological advance with important and direct implications in the field of computer information systems. Current research, readings, lectures, discussions and/or hands-on computer experience or other appropriate measures will be employed to stimulate student learning. Prerequisites to be determined by instructor.

**CIS-420****Enterprise Security**

3 credits

This course introduces students to computer security. Coverage includes hardware, software, and network security issues. Through hands-on labs students will learn how computer systems can be comprised and how computer professionals can prevent and provide counterattacks for security intrusions. Prerequisite: CIS-270 or permission of instructor.

**CIS-430****Enterprise Systems Integration**

3 credits

The major focus of this course includes the forces driving enterprise integration as well as the management decisions associated with the design and implementation of enterprise systems. Students will use SAP R/3 extensive-

ly to configure, build, test, and implement an enterprise system for a real business environment from the ground up. Prerequisite: ACC-210 and MSD-340.

**CIS-385****Management Information Systems**

3 credits

The course focuses on the management and use of information systems and technology for the strategic and operational advantage of the firm. Students explore the business value of information resources including current communication, database, as well as hardware and software technologies. Additionally, students gain an understanding of enterprise systems and business process integration through hands-on experience using SAP. Prerequisite: CIS-185 and junior or senior standing. Please note: Students will not receive credit for both CIS-385 and GSC-385.

**CIS-490****Independent Research and Study**

3 credits

Topic to be approved by professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation. Prerequisite: permission of instructor.

**CIS-491****Computer Information Systems Internship**

3 credits

This is an honors course that provides the student with approximately two months of supervised employment with participating companies. Students are given a variety of information technology experiences. They are required to complete a term paper and to make an oral presentation to the faculty. Grading is on a pass/fail basis. Prerequisite: permission of instructor.

**COLLEGE READING COURSE (CRC)****CRC0-100****College Reading**

3 credits

This elective course helps students develop greater skill and efficiency in meeting the demands of college reading. Primary emphasis is placed upon introducing, demonstrating, and practicing appropriate study strategies that will enhance overall academic performance. Instruction focuses on reading college textbooks more efficiently and effectively, improving comprehension and retention, and reading critically. Time management, note-taking skills, and other study strategies

are introduced, demonstrated, and practiced. Reading and writing assignments complement and reinforce class instruction.

## DANCE (DAN)

Note: All Dance studio courses are taught on the Lawrenceville campus and at the Princeton Ballet School, Princeton, NJ. Students are responsible for their own transportation to the Ballet School.

### DAN-100 Fundamentals of Dance

1 credit

Designed to offer students concurrent participation and theoretical inquiry in specific dance forms. Students must register for two classes per week at the Princeton Ballet School. One additional hour per week is comprised of video observation, lecture, or readings, and is taught at Rider's Lawrenceville campus. Prerequisite: permission of dance advisor.

### Dance Studio Courses

Ballet I	Jazz I
Ballet II	Jazz II
Ballet III	Jazz III
Ballet IV	Modern Dance I
Ballet V	Modern Dance II
Ballet VI	Modern Dance III
Ballet VII	Spanish Dance I
Accelerated	Spanish Dance II
Adult Ballet I	Choreography
Accelerated	Movement Fundamentals
Adult Ballet II	Yoga
Accelerated	Tap
Adult Ballet III	Pilates Mat Class
Accelerated	World Dance Forms
Adult Ballet IV	

### DAN-105 Survey of Dance History

3 credits

An introductory course to familiarize students with the breadth and depth of dance in human society. It will chronologically examine dance through four lenses: Dance and Community, Dance and Religion, Dance and Politics, and Dance as Art. Students will be exposed to various dance forms from around the world with varying purposes, functions, and motivations from the beginning of recorded history to present.

### DAN-111 Dance Lab

0 credit

### DAN-151 Pilates and Modern Dance

1 credit

### DAN-152 World Dance and Improvisation

1 credit

### DAN-180 History of Movement Theory

3 credits

Investigation of the mind-body connection, somatic experience, body therapies, movement and theories. The essential questions are: How is it that we move with awareness, fluidity, efficiency and precision?

### DAN-190 Fundamental Music Theory through Dalcroze Eurythmics

3 credits

This movement course familiarizes students with the basic elements of music theory (staff, clefs, time signatures, notations, chords, etc.) and the Dalcrozian principles regarding music, movement and improvisation. Offered every other Spring.

### DAN-210 Rider Dances: Repertory and Production

1 credit

This course provides an in-depth experience with the art of dance production from creation to performance. Students will be chosen to learn and perform repertory; fulfill technical roles such as sound, lighting and costume design; and assume production and managerial responsibilities such as promotion, publicity, front of house management and stage management. Prerequisite: permission of instructor.

### DAN-210T Rider Dances: Repertory and Production: Technical Crew

1 credit hour

### DAN-220 History of Choreography

3 credits

This course prepares the dance student for the creating of dance through critical analysis, reading, writing and practical assignments. Students will examine creative process as applied to dance artists and various forms of dance.

### DAN-300 Lecture and Studio in Dance

2 credits

Dance 300 series is also designed to offer students concurrent participation and theoretical inquiry in specific dance forms. Students must register for four classes per week at the Princeton Ballet School. One additional hour is comprised of video observation, lecture, or readings and is held at Rider's Lawrenceville campus. Prerequisite: permission of instructor.

### Dance Studio Courses

Ballet I	Jazz I
Ballet II	Jazz II
Ballet III	Jazz III
Ballet IV	Modern Dance I
Ballet V	Modern Dance II
Ballet VI	Modern Dance III
Ballet VII	Spanish Dance I
Accelerated	Spanish Dance II
Adult Ballet I	Choreography
Accelerated	Movement Fundamentals
Adult Ballet II	Yoga
Accelerated	Tap
Adult Ballet III	Pilates Mat Class
Accelerated	World Dance Forms
Adult Ballet IV	

### DAN-350 History of Ballet, Modern and Jazz Dance

3 credits

Studies the major periods in the development of Western Theatrical Dance from the Renaissance to the present focusing on ballet, modern, jazz, tap and musical theater dance. The course will examine the ideas and individuals that caused the development of choreographers, producers, designers and productions.

### DAN-450 Pedagogy and Methodology in Dance

3 credits

This course provides the student with first-hand experience inside a classroom setting to broaden the students' understanding of dance techniques, teaching styles and strategies, analysis of skills and critical feedback, class preparation and design, and assessment. Course requirements include off-campus field work.

### DAN-490 Independent Research and Study

1-4 credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4

Credit hours. Approval of the faculty sponsor, department chair, and dean required prior to enrollment. Pre-requisite: junior or senior standing, good academic standing.

### **DAN-491 Internship in Dance**

**1-4 credits**

Provides junior or senior dance majors with the practical experience of working within an educational or professional dance environment. Students must be sponsored by a dance professor. For each academic credit, interns must work 48 hours for the semester, or approximately 3.7 hours each week. Pre-requisite: permission of instructor.

### **DAN-493 Special Topics in Dance Studio**

**1 credit**

This class covers a discrete movement style, technique, or form such as the choreography of Balanchine, the technique of Cecchetti or dance theater fusion. Prerequisite: DAN-100

### **DAN-495 Selected Topics in Dance History**

**3 credits**

Intensive study of a particular topic in dance history or theory. This may include one era, movement or nation's dance history and practice. Students will become deeply involved in an area through research, class discussions and group projects.

### **DAN-499 Seniors Honor Program**

**3 credits**

A senior honors program may be submitted in partial fulfillment of requirements for graduation with honors in fine arts. Honors work is limited to those departmental majors with a GPA of 3.5 in fine arts courses and cognates. The program, to be planned under the direction of a faculty advisor, will represent a culmination of demonstrated excellence in a specific area of fine arts. Candidates for honors in fine arts must be approved by the department chairperson and the faculty.

early childhood education. Students will explore the efficacy of parenting techniques and behaviors on child development in the early years, including cognitive growth, emotional and social well-being and physical health. Students will investigate strategies for fostering home-school partnerships that enhance child development and educational success, as well as the influence of community, culture and socio-economic status on families and schools throughout our world. In addition, this course addresses current issues and challenges in the early childhood profession including inclusion of children with special needs, advocacy for quality care and education for all young children, and any other subject that might arise - either from the lives of children and families, teachers' professional development, or community agencies. Prerequisites: EDU-106 and EDU-206. A cumulative GPA of 2.75 is required.

### **ECE-450 Developmental Methods and Assessment in Early Childhood Education**

**3 credits**

The focus of this course is developmentally appropriate and culturally responsive curriculum and teaching P-3 settings as delineated in the guidelines of the National Association for the Education of Young Children. Students will learn how to make curriculum and teaching decisions based on knowledge of child development, content area, curriculum content standards, and home and community cultures. In order to meet the ever-changing needs, interests, and growing strengths of individual children, careful observation and assessment provides teachers with information on which to base adjustments of teaching plans. This course will provide opportunities to deepen understanding of child development; gain an appreciation for the professional responsibility of ongoing assessment of children; and, develop the necessary skills to gather, record, and interpret information in a deliberate and reflective manner. Prerequisites: EDU-106 and EDU-206. A cumulative GPA of 2.75 is required.

achieved by the economy? What determines the growth of national output and employment? National income accounting, income and employment theory, monetary system, general price level, business cycle, government policies designed to provide for full employment, price stability, and economic growth are also covered. Prerequisites: Place into MSD-105 based on SAT or ACT Score, OR place into MSD-105/MTH-102 by passing College Placement, OR passing MTH-100S with a grade of 'Y', OR passing MSD-104, OR having transferred in any college level MSD or MTH class.

### **ECO-201 Principles of Microeconomics**

**3 credits**

Market price systems are analyzed. The nature and characteristics of consumer and producer behavior, the theory of pricing in competitive and noncompetitive markets, and determination of the distribution of output are evaluated. Welfare, social control, monopoly, and income inequality are explored in the light of price theory. The role of the United States in the world economy is explored. Prerequisites: Place into MSD-105 based on SAT or ACT Score, OR place into MSD-105/MTH-102 by passing College Placement, OR passing MTH-100S with a grade of 'Y', OR passing MSD-104, OR having transferred in any college level MSD or MTH class.

### **ECO-210 Intermediate Macroeconomics**

**3 credits**

An analytical study of modern aggregate economic theory. Emphasizes the measurement and determination of income, employment, and price levels, as well as economic policy in theory and practice. Prerequisite: ECO-200 and ECO-201. Spring.

### **ECO-211 Intermediate Microeconomics**

**3 credits**

This course is designed to give the student a thorough understanding of microeconomic theory. As such, the course will analyze the behavior of both consumers and producers, and how this behavior determines the price and quantity observed in the market. The course objective is to provide students with the necessary theoretical background to enable them to solve meaningful and practical problems. Thus, the course is both theoretical and applied in its orientation. The course will emphasize that economic theory can be used not only to solve market oriented problems, but social and public policy problems as well. Prerequisite: ECO-200 and ECO-201. Fall.

## **EARLY CHILDHOOD EDUCATION (ECE)**

### **ECE-332**

#### **Issues and Challenges in Early Childhood Education**

**3 credits**

This course addresses the role of parents of young children within the context of school, home and society, as well as the influence of culture, traditions and current issues in

## **ECONOMICS (ECO)**

### **ECO-200**

#### **Principles of Macroeconomics**

**3 credits**

A collective view of income receiving and spending sectors of the national economy, including households, businesses, and governments. Issues discussed: What determines the level of output, income, and employment

**ECO-300****Business Conditions Analysis and Forecasting****3 credits**

Business conditions change daily. Students study them as they change, learning to understand them in the light of economic theory, learning how each part of the economy is affected, and learning the advantages and limitations of the most reliable forecasting methods. Prerequisites: ECO-200, MSD-201.

**ECO-301****Managerial Economics****3 credits**

Intensively examines the theory of the firm with applications to the solution of such managerial problems as demand forecasting, the nature and behavior of costs, and product pricing. Introduces the use of simple mathematical and statistical tools that are employed with economic analysis for solving managerial problems. Prerequisites: ECO-200 and ECO-201 and MSD-201 or permission of instructor.

**ECO-305****International Trade and Investment****3 credits**

Studies the theory, institutions, and structures underlying the international flow of trade and investment. Topics are: the theory of international trade; balance of payment analysis; the international monetary system; adjustment to balance of payment disequilibrium; regional economic integration; the economic effects of trade restrictions; and trade and foreign investment problems of developing nations. Prerequisite: ECO-200 and ECO-201.

**ECO-315****Comparative Economic Systems****3 credits**

Provides a conceptual framework for classifying and comparing economic systems. Presents theory of the capitalist market economy and case studies of the U.S., Japanese, French, and Swedish economies. Examines theory of the centrally planned economy, its transition, and case studies of the Soviet and its successor states, Chinese, and East European economies. Case studies are necessarily limited, concentrating on selected topics, such as transition strategies, industrial policy, etc. Prerequisite: ECO-200 and ECO-201.

**ECO-325****Industrial Organization****3 credits**

Explores the relationship between market structure and performance. Topics include concentration in individual industries, product differentiation and entry barriers, pricing and marketing policies, and antitrust policies and their consequences. Prerequisite: ECO-200 and ECO-201.

**ECO-326****Economics of Sports****3 credits**

The overall objective of this course is to deepen student understanding of microeconomic principles by applying microeconomic concepts to the analysis of professional and amateur sports. This course will utilize concepts from many different microeconomic specialties, (primarily Industrial Organization, Labor Economics and Public Finance). The tools from these different microeconomic fields will be used to explain and analyze the operation of professional sports teams and leagues in the U.S. with an emphasis on baseball, football, basketball and hockey. International comparisons will be made between professional sports in the U.S. and the rest of the world. The course will also analyze the not-for-profit sports sector, focusing on college sports and the National Collegiate Athletic Association. Prerequisite: ECO-201.

**ECO-330****Labor Market Analysis****3 credits**

Intensive study of the economics of the labor market, which examines the determinants of labor supply and demand, and market equilibrium in the labor market. This enables the student to understand what determines wages, labor force participation, occupational choice, the extent of education and training, unemployment, poverty, union membership, and discrimination in the labor market. Prerequisite: ECO-200 and ECO-201.

**ECO-335****Economics of the Public Sector****3 credits**

Analyzes the economic roles of government: allocation; distribution; and stabilization. The course examines the tools used by governments, especially the federal government, such as taxation, expenditures, regulations and laws in order to achieve economic goals. The course will give special attention to social regulation. Prerequisite: ECO-200 and ECO-201.

**ECO-336****Economics of the Health Care Sector****3 credits**

This course presents ways in which economic analysis can be used to explain issues in the health care industry. Microeconomic tools will be used to describe the behavior of consumers, producers, and third parties of the health care sector. The course also investigates the role of government in regulating the health care sector, and in providing services to the poor and elderly. Finally, we will use this foundation to examine some recent changes in this industry, and to analyze the most recent proposals for further changes.

Note: This course is cross-listed as HTH-336. Students may not get credit for both ECO-336 and HTH-336. For business students who take the course as ECO-336, the course will count as a business course. If taken as HTH-336, the business student will receive credit as a liberal arts course. Prerequisite: ECO-201 or HTH-205.

**ECO-365****The Post-Soviet Economy****3 credits**

Studies the contemporary post-Soviet economic system, with emphasis on institutions, policies and issues related to business opportunities in this area. Topics covered include the historic, geographic, political, and cultural setting, planning and plan implementation in the traditional system, current reforms and prospects for the future, with special reference to the foreign trade institutions and experience of foreign firms doing business in the post-Soviet Union and Eastern European countries. Prerequisites: ECO-200 and ECO-201 or permission of instructor.

**ECO-450****Seminar in Economic Research****3 credits**

Students in the course learn to conduct economic research by engaging in an actual community-based research project. At the beginning of the semester, students are assigned to a community-based organization. As a team, students meet with the client, devise a plan of action, collect and analyze data and other information, and write a report to the client. At the end of the semester, students present their findings to the client. Students are permitted to take ECO-450 up to two times for credit. Prerequisite: Permission of instructor.

**ECO-490****Independent Research and Study**

3 credits

Topic to be approved by professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation.

**ECO-491****Internship/Independent Study**

3 credits

This course is available to qualified economics majors and minors. Evaluation is based on a performance appraisal provided by the participating firm and a project/paper judged by the major's internship director. This course can be used as a business or free elective. Grading is done on a pass/fail basis. Prerequisite: Permission of instructor.

**EDUCATION FOUNDATION (EDE)****EDE-200****Effective Classroom Management**

3 credits

Issues of classroom management often pose the biggest challenges for novice teachers. However, with the proper training many of these obstacles can be prevented, which results in more time spent on effective instruction. This course is based on two premises: (1) that most problems of classroom order can be prevented through the use of effective, research-based classroom management strategies, positive teacher-student relationships, and engaging instruction; and (2) that the goal of classroom management is the development of an environment conducive to both academic and social emotional learning. Given these premises, the course focuses not on disciplinary interventions designed to control students, but on ways of preventing disruptive behavior, creating a peaceful, caring community, resolving conflicts, and meeting the needs of diverse students through the use of effective motivational and instructional strategies. Prerequisite: ELD-375. Co-requisite or Prerequisite: ELD-376 or ELD-308. A cumulative GPA of 2.75 is required.

**EDE-225****Guided Field-Experience in K-12 Classrooms**

3 credits

This is a field-based course in which students will spend an intensive three-week term in a designated school setting, mediated by University faculty. Students will participate in the daily routines of elementary, middle, or secondary schools. Field-site teachers will mentor students by articulating decisions that they make regarding classroom instruc-

tion and assessment. Students will meet regularly in seminar to analyze and discuss issues related to teaching and learning. This course will be offered J-Term, Summer I or other three week period.

**EDE-375****Applications for Teaching Mathematics in Grades 4-5**

1 credit

This course will provide students the experience to share and learn about the practical applications of teaching mathematics to the 4th and 5th grade children as they are based on the field site classrooms of these grades. Students complete reflections about their work with mathematics and their observations of their cooperating teachers' lessons. The developmental aspect of math skills will be reviewed, looking at the Learning Progressions that are the basis for the new Common CORE State Standards. This course will provide an opportunity for students to have guidance in the teaching and learning of mathematics in the upper elementary grades. Upon completion of this course, students should have the knowledge, skills and confidence to meet the needs of all students, K-5. Prerequisite: ELD-375. Co-requisite or Prerequisite: ELD-376 or ELD-308.

**EDUCATION (EDU)****EDU-106****Contexts of Schooling**

3 credits

Students in this field-based course will begin to examine aims, practices, and contemporary issues of schooling in their historical, sociological, philosophical, and futuristic contexts and from the perspectives of various multicultural constituencies-- students, parents, local community, wider economic community, government, and the profession. In doing so, they will begin to develop professional skills of observation, reflection, analysis, and argument. This course must be taken concurrently with Developmental Educational Psychology.

A cumulative GPA of 2.75 is required. All Elementary Education students must have taken the Praxis II Elementary Education: Multiple Subjects Test (test code 5031, described below). Elementary Education students do not need to have passed the test but only to have taken the tests to register for EDU-106 and EDU-206. There is no Praxis requirement for Secondary Education students registering for EDU-106 and EDU-206. NOTE: This course is cross-listed as FLE-320. Students cannot get credit for both FLE-320 and EDU-320.

**EDU-206****Developmental Educational Psychology**

3 credits

This field-based course focuses on: a) the cognitive, personality, social, creative, and moral development of children; b) influential theories, concepts, and research findings of educational psychology; and c) the translation of psychological theory into classroom practices. This course must be taken concurrently with Contexts of Schooling.

All Elementary Education students must have taken the Praxis II Elementary Education: Multiple Subjects Test (test code 5031, described below). Elementary Education students do not need to have passed the test but only to have taken the tests to register for EDU-106 and EDU-206. There is no Praxis requirement for Secondary Education students registering for EDU-106 and EDU-206. Prerequisites: PSY-100. A cumulative GPA of 2.75 is required.

**EDU-320****Introduction to Linguistics and Psycholinguistics**

3 credits

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester. A cumulative GPA of 2.75 is required. NOTE: This course is cross-listed as FLE-320. Students cannot get credit for both FLE-320 and EDU-320.

**EDU-358****Literacy and the Bilingual/Bicultural Child**

3 credits

Presents multidisciplinary and interdisciplinary perspectives on bilingual/bicultural children and their reading process. Strategies and materials for second language reading instruction are suggested and discussed.

**EDU-420****Teaching a Second Language**

3 credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. Fall only. Prerequisites: EDU-106 and EDU-206. A cumulative GPA of 2.75 is required. \*NOTE: This course is cross-listed as FLE-420. Students cannot get credit for both FLE-420 and EDU-420.

**EDU-451****Special Topics in Education**

1–6 credits

Student teachers, graduate interns, Rider faculty, cooperating teachers, and building-level administrators will engage in collaborative study of a topic through reading, writing, discussion, observation, and reflection on their work in classrooms. Work in these seminars will help student teachers synthesize knowledge from their professional courses and all participants extend their understanding of a particular topic pertaining to teaching. Teacher research methods will be employed as participants analyze their own teaching through perspectives of the seminar topic. Topics will vary each semester. This course is dual-listed for undergraduate and graduate credit. Enrollment is limited to students concurrently enrolled in student teaching and to cooperating teachers and principals working with them.

**EDU-460****Educating and/Evaluating the Bilingual Child**

3 credits

An examination of the historical, legal, and pedagogical aspects of the education of language minority students. Considers the design of school programs for minority students including legal mandates, testing, staffing, and funding. Emphasis is placed on the evaluation of bilingual students as they enter, develop and exit from special programs of study. A cumulative GPA of 2.75 is required.

**EDU-465****Student Teaching**

12 credits

A full-time program for seniors providing practical teaching experience in an accredited elementary or secondary school. Under the direct supervision of the cooperating teacher, student teachers are responsible for the planning of lessons and for teaching in their areas of specialization and for developing a high level of teaching competency. Supervisors from Rider observe the student teachers at work, confer with the cooperating teachers and student teachers, and evaluate the growth of the student teachers throughout the internship period. Special topics are considered in seminars held in conjunction with student teaching. These topics include school health and substance abuse, school law, teacher certification and placement, classroom management, mainstreaming, professionalism, and other topics deemed appropriate by the faculty and student teachers. Prerequisites:

1. Satisfactory completion of junior-level professional courses; 2. Cumulative GPA of at least 3.0 prior to commencing the semester in which student teaching is to be completed; 3. All professional education courses, with the exception of those taken concurrently with student teaching, must be completed with a grade of "C+" or better; 4. A candidate for student teaching must be approved by the education division and the coordinator of student teaching. There is an additional fee for Student Teaching.

## ELEMENTARY EDUCATION

**ELD-128****Developing Mathematical Ideas for Elementary School Teachers**

1 credit

Prospective teachers will examine the mathematics content and curriculum that is taught in grades K-5, focusing upon the multi-layered aspects of the topics that successful elementary teachers need to understand

profoundly in order to provide appropriate instruction. There will be a series of topics selected from those that have historically been especially difficult for teachers to thoroughly understand at the depth needed to teach effectively. Some of the topics may vary each semester.

**ELD-307****Emergent Literacy P-3**

3 credits

This course is needed to meet the requirements for the specialized endorsement in Early Childhood. The course establishes a solid foundation of knowledge about literacy in the early years and dispels myths regarding readiness to read and write. In addition, the course contains the foundational aspects of literacy, including the relationship between oral language and literacy, the linguistic foundation of literacy, and the social contexts of literacy learning. Prerequisites: EDU-106 and EDU-206. A cumulative GPA of 2.75 is required.

**ELD-308****Fostering Language and Literacy Development**

3 credits

Explores current understanding of the fields of reading/language arts from the perspectives of theory and practice. Students write lesson plans, critique methods of instruction and assessment and develop a portfolio of an individual student from their field site. Prerequisites: EDU-106 and EDU-206; ELD-307. A cumulative GPA of 2.75 is required.

**ELD-350****Early Adolescence**

1 credit

This course will focus on common dilemmas faced by young people as they move from childhood into adolescence. It will examine age-related differences between children and adolescents and consider ways to create stimulating environments that fit this developmental transition. Representations of adolescence in the media and in research will be compared, including common stereotypes. A cumulative GPA of 2.75 is required.

**ELD-355****Teaching in the Inclusive Middle School Classroom**

1 credit

This course will highlight the legal and ethical responsibilities of general education teachers in the middle school classroom. The special education process will be discussed and methods to address special needs in the classroom will be shared. Strategies to differ-

entiate instruction and work collaboratively with school community members will help pre-service teachers develop and implement effective instruction that meets diverse needs in the middle school inclusive classroom. Prerequisites: EDU-106 and EDU-206. A cumulative GPA of 2.75 is required.

### **ELD-360 Structure and Culture of Middle School Classroom**

**1 credit**

This course focuses on the teaching of those concepts critical to the understanding of the structure and culture of middle school education. Prerequisites: EDU-106 and EDU-206. A cumulative GPA of 2.75 is required.

### **ELD-375 Teaching Mathematics K-5**

**3 credits**

This course focuses on the teaching of mathematics that is developmentally appropriate for students from nursery to grade eight. In keeping with ACET, NAEYC, and NCTM Standards, emphasis is placed on planning for and implementing an integrated curriculum approach, discovery learning, hands-on experience, theme cycles, use of technology, and traditional and non-traditional assessment strategies. Field experiences will consist of classroom observations and teaching individuals and/or small groups of students. Prerequisites: EDU-106 and EDU-206, MTH-102 or MTH-105 or MTH-210. A cumulative GPA of 2.75 is required.

### **ELD-376 Teaching Science, Social Studies and the Arts N-5**

**3 credits**

This course focuses on methods and materials of instruction in science, social studies, and the arts that are developmentally appropriate for students in preschool through grade five (based on NCSS, NSTA, and NAEA Standards). Emphasis is placed on an integrated approach to curriculum, with lesson and unit planning activities that incorporate hands-on-experiences, discovery learning and traditional and non-traditional assessment strategies. Field experience will consist of observation and analysis of classroom instruction and the teaching of lessons to individual and/or small groups of children. Prerequisites: ELD-307 and ELD-375. A cumulative GPA of 2.75 is required.

### **ELD-380 Methods of Teaching Mathematics in the Middle School**

**3 credits**

This course focuses on the teaching of mathematics that is developmentally appropriate for students in grades six through eight. In keeping with the National Council of Teachers of Mathematics (NCTM) Standards, emphasis is placed on planning for and implementing an inquiry-based approach, hands-on experience, use of technology, and traditional and non-traditional assessment. Field experiences will consist of observations and teaching to individuals, small groups and whole classes of students. Prerequisites: EDU-106 and EDU-206. A cumulative GPA of 2.75 is required.

### **ELD-385 Teaching Science Middle School**

**3 credits**

This course focuses on the teaching of sciences that is developmentally appropriate for students in grades six through eight. In keeping with the National Science Education Standards, emphasis is placed on planning for and implementing an inquiry-based approach, hands-on experiences, use of technology and traditional and non-traditional assessment strategies. Field experiences will consist of observations and teaching to individuals, small groups and whole classes of students. Prerequisites: EDU-106 and EDU-206. A cumulative GPA of 2.75 is required.

### **ELD-390 Teaching Social Studies in the Middle School**

**3 credits**

This course focuses on the teaching of social studies that is developmentally appropriate for students in grades six through eight. Its focus will explore understanding of United States history, geography and civics from the perspective of the middle school. The course emphasizes the ten themes of social studies as developed by the National Council for the Social Studies. In addition to the facts, concepts and generalizations encompassed by the ten themes, the course works with academic, social, thinking and citizenship skills. The required, intensive field experience in a middle school promotes direct application of the concepts, skills and dispositions addressed in the course. Prerequisites: EDU-106 and EDU-206. A cumulative GPA of 2.75 is required.

### **ELD-395 Literacy Learning in the Middle School**

**3 credits**

This course focuses on the teaching of literacy that is developmentally appropriate for students in grades six through eight. It explores processes in reading, writing, speaking, listening and viewing, relationships among the language arts and other subject areas, and the development of critical literacy and cognitive strategies. The intense field experience in a middle school promotes direct application of the concepts, skills and dispositions addressed in the course. Prerequisites: EDU-106 and EDU-206. A cumulative GPA of 2.75 is required.

### **ELD-490 Independent Research and Study**

**1-6 credits**

Provides the student with an opportunity to study an area of personal interest. The outline for the study must be accepted by a sponsoring professor and approved by the student's department and academic dean. The number of semester hour's credit to be assigned is determined by the department.

## ENGLISH LITERATURE (ENG)

### **ENG-205 Understanding Literature**

**3 credits**

The novel, the short story, drama, and poetry are studied, with a view to the insights to be gained from literature.

### **ENG-206 Introduction to Creative Writing**

**3 credits**

A workshop that introduces students to basic conventions and techniques of creative writing. Students will read and study published writing in multiple genres, such as short fiction, drama, poetry, and creative nonfiction, and write and revise their own creative pieces.

### **ENG-208 Arthurian Legends in Literature**

**3 credits**

The legends attached to King Arthur and the Knights of the Round Table have become cultural touchstones in England and the United States. This survey of medieval to contemporary Arthurian literature examines the legends and their written versions within their respective cultural, historical, philosophical and aesthetic contexts.

**ENG-210  
Major American Authors**

3 credits

An introductory course focusing on major American poets, novelists, essayists, and playwrights.

**ENG-211  
Major British Authors**

3 credits

An introductory course focusing on major British poets, novelists, essayists, and playwrights. Students will learn to understand, interpret, and evaluate literary works.

**ENG-213  
Literature and Mythology**

3 credits

The interrelationships that exist between literary works and folklore, ritual, and religious scriptures and beliefs are explored. The primary emphasis is on analyzing the presence of mythic patterns in specific literary works; the secondary emphasis is on theories of mythology.

**ENG-214  
Monsters in Literature**

3 credits

This course examines various texts on the topic of monsters. Students read and watch films, and explore the answers to the following: Who are they? Undead, alien, satanic, outcast, hidden, hostile, tragic. Where are they? Crossroads, arctic wastes, moors, abandoned buildings, forests, outer reaches, inside. What do they want? Revenge, bodies, lives, escape, life, contact, humanity.

**ENG-215  
Satire and Comedy**

3 credits

Explores these two related modes of literature with the primary emphasis on satire. Possible readings include works by Euripides, Jonson, Shakespeare, Moliere, Voltaire, Pope, Swift, Dickens, Twain, Wilde, Waugh, Orwell, and Heller.

**ENG-217  
Introduction to Shakespeare**

3 credits

Students in this course study Shakespearean drama on an introductory level through close reading, analysis, and discussion of selected plays. They learn the relevance and importance of Shakespeare's themes, characterizations, and imagery.

**ENG-219  
Literature and Violence**

3 credits

This course will examine and critique themes of violence that have become a pervasive and recurring artistic thread in classic literary texts. Through careful, close textual readings and critical analyses of thematically selected texts that contain multiple artistic representations of violence in varied literary genres, students will explore literary violence as a possible metaphor for understanding dimensions of power, control and dominance. In analytical studies of thematically selected texts, students will gain new insights and critical perspectives on modern American society and the social causes and ills of violence. Students will delve into the root, cause and meaning of violence and they will further grow to understand why and how violence still maintains a pervasive presence in their daily lives and in the very literature they read.

**ENG-220  
Literature and Society**

3 credits

Literature is examined, emphasizing human behavior as it relates to such social phenomena as war, alienation, social disorganization, injustice, and poverty.

**ENG-221  
Literature and Psychology**

3 credits

Students will study Freudian and other psychoanalytical concepts as they appear in literature, plus psychological patterns of behavior such as aggression, frustration, and submission, that have been utilized by creative literary artists to expand the reader's understanding of the human experience.

**ENG-224  
Science Fiction**

3 credits

This course is designed to introduce students to science fiction, its major themes and preoccupations, as well as some of its significant authors and genres. It has been argued that science fiction or "speculative" fiction represents a viable way to make sense of our everyday world. Our primary focus, therefore, will be on how these texts--written and visual--help us understand our culture and ourselves through encounters with alien and unfamiliar worlds, species, and technology. By the end of the course, students are expected to be able to critically engage with science fiction, and to identify its broad cultural impact.

**ENG-226  
Introduction to Film**

3 credits

Focuses on various cinematic techniques used to develop underlying thematic and symbolic concepts and to shape viewer response. Students will analyze classical and contemporary features for their masterful use of visual language.

**ENG-228  
Black American Literature**

3 credits

A survey of writings by black Americans, presented historically from early slave narratives through emancipation, reconstruction, the Harlem Renaissance, and literature from the 1930s to the present.

**ENG-229  
Multi-Ethnic Literature in America**

3 credits

Surveys the literature of various ethnic groups including African Americans, American Indians, Asian Americans, Hispanic Americans, Jewish Americans and European Americans.

**ENG 230  
Women In Literature**

3 credits

A range of literary presentations of the female experience and of the conditions of women's lives is explored. These works are placed in historical and social contexts in order to see behind and beyond traditional literary conventions.

**ENG-240  
Methods of Literary Analysis**

3 credits

The study and application of various modes of literary criticism practiced, including formal, structural, psychological, and socio-cultural methods of analysis. Required of all English literature and writing majors.

**ENG-250  
Literary History I**

3 credits

Surveys British literature beginning with the old English epic of Beowulf and ending with the British Romantic writers of the early 1800s. There will be an emphasis on the cultural and historical contexts of the works discussed as well as an appreciation for the aesthetic qualities of the individual texts and the characteristics of literary movements. This course is a prerequisite to ENG-251 and is required of all English majors and minors.

**ENG-251  
Literary History II**

3 credits

Surveys American and British literature since the 1820s. There will be an emphasis on the cultural and historical contexts of the works discussed as well as an appreciation for the aesthetic qualities of the individual texts and the characteristics of literary movements. Required of all English majors and minors. Prerequisite: ENG-250 or permission of the instructor or chairperson.

**ENG-270  
Major Poets**

3 credits

Studies major American and British poets.

**ENG-280  
Special Topics in Literature**

3 credits

Uses literary works to achieve insights into different areas of human experience. Topics change annually as announced by the English department.

**ENG-281  
Global Film History: Origins-1960**

3 credits

Examines major technological and aesthetic developments in both American and international cinema of the period, with an emphasis on global cinema. From silent comedy and melodrama to German Expressionism and Soviet activist cinema; from French poetic realism and Italian Neo-realism to Hollywood sound cinema, this course will survey and assess the impact of influential movements, major film artists, and groundbreaking films of the period. ENG-281 is cross-listed with FMS-250.

**ENG-282  
Global Film History: 1961-Present**

3 credits

Examines major technological, industrial, and aesthetic developments in both American and international cinema of the period, with an emphasis on global cinema. From the decline of the studio system and the emergence of the "New Hollywood" to the digital revolution; from the renaissance in Western and Eastern European cinemas to Latin American, Asian, and Middle Eastern cinema, this course will survey and assess the impact of influential movements, major film artists, and groundbreaking films of the period. ENG-282 is cross-listed with FMS-251.

**ENG-284  
Language of Film Analysis**

3 credits

Provides students with the fundamentals necessary for achieving beginning proficiency in methods of cinema studies scholarship. The course provides an in-depth introduction to concepts of film analysis, theory, and history, as well as to the field of cinema studies as an academic discipline. Through close analysis of selected films and readings, students will examine the various and complex ways in which formal elements shape meaning. Students also will study key concepts in film theory, applying these concepts as a further means of understanding the ways in which film positions viewers and mediates ideology. Required of all English majors and minors with a cinema studies concentration. ENG-284 is cross-listed with FMS-284.

**ENG-285  
American Film History: Origins-1960**

3 credits

Examines major technological and aesthetic developments in American cinema as it grew from the days of one-reel silent shorts exhibited in storefront theaters through the days of studio productions exhibited in lavish picture palaces and featuring iconic stars the system manufactured and promoted. From the inception of sound and color, to the later development of lightweight equipment that freed filmmakers from the confines of the studio, from the "golden age" to the gradual decline of the Hollywood studio system in the 1950s, we will study the lasting genres that grew out of the system, the filmmakers who flourished and those who rebelled against the system, and the ground-breaking films that established the American film industry as a dominant force within the world. ENG-285 is cross-listed with FMS-252.

**ENG-286  
American Film History: 1961-Present**

3 credits

Examines the transitions of Hollywood in the post-studio era—the rise of the 1960's-1970s New Hollywood and its ground-breaking films, the rise of the blockbuster as an industry standard; the responses of independent filmmakers and the avant-garde to blockbuster dominance; the transition from the Production Code to the ratings system, the move back to studio-owned theaters, and the emergence of digital cinema and CGI. We will look at how genres are being redefined, how major filmmakers are re-shaping their work to fit 21st century demands, how

"gaming," U-Tube, and other media sources are altering the very definition of cinema. ENG-286 is cross-listed with FMS-253.

**ENG-290  
The Short Story**

3 credits

Presents the development of the short story from the 19th century to the present with an emphasis on the techniques of plot, setting, characterization, theme, and point of view.

**ENG-295  
Human Relationships Literature (honors)**

3 credits

Through in-depth analysis of significant pairs of literary works from a variety of time periods, students in this honors course will study the dynamics of human relationships as they are presented in literature. Emphasis will be on portrayal of interpersonal relationships as inflected by conventions, constraints, and taboos. Social and psychological theories will complement esthetic and formal analysis of fiction, drama, poetry, and film. Prerequisite: 3.3 GPA.

**ENG-303  
Creative Writing (Poetry)**

3 credits

A workshop analyzing the techniques of poetic expression, with a focus on the student's original experiments in traditional and contemporary verse forms. Prerequisite: completion of composition requirements or permission of instructor.

**ENG-304  
Creative Writing: Fiction**

3 credits

Students write original fiction and analyze the techniques of writing fiction in discussion of both their own drafts and published examples of the form. Prerequisite: completion of composition requirements or permission of instructor.

**ENG-305  
Creative Writing: Nonfiction**

3 credits

A workshop in Creative Nonfiction (aka Literary Nonfiction or Narrative Nonfiction, abbreviated CNF) in which students will write and read different forms of memoir and essay, including Personal Essay, Lyric Essay, Travel Writing, Oral History, and Personal Profiles. Creative Nonfiction (CNF) tells true stories using the literary techniques of fiction-writing, such as building dramatic scenes, establishing suspense, and developing a narrative sequence of events, or plot.

CNF employs vivid sensory detail and builds characters and scenes to enhance the reader's experience of the story. Challenging the traditional journalist's stance of objectivity and emotional distance from her topics, CNF writers often put themselves into their stories to create a voice of reflection. We'll talk about what types of creative license CNF gives writers, and also about the ethics of storytelling, especially when your story's characters are real, living people.

Prerequisite: completion of composition requirements or permission of instructor.

### **ENG-306 Creative Writing: Drama**

3 credits

Examines cultural developments in the United States from the late 19th century to the present. Topics include popular culture, intellectual history, gender history, literary history, film, institutions like museums and department stores, subcultures and countercultures, popular commemorations like World's Fairs, and political culture. Some of the largest trends explored include the development of the modern culture of consumption, the urban landscape, and the polarization of cultural values.

### **ENG-311 Creative Writing: Playwriting**

3 credits

A workshop teaching and analyzing how students write for the stage that pays particular attention to the demands of the genre. Through reading and writing assignments, students will discuss and analyze the development of their own dramatic scripts for theatrical performance. A portfolio of revisions will serve as a final for the course.

### **ENG-312 Creative Writing: Screen Writing**

3 credits

A workshop teaching and analyzing how students write for the screen, both television and film, that pays particular attention to the demands of the genre. Through reading and writing assignments, students will discuss and analyze the development of their own dramatic scripts for production. A portfolio of revisions will serve as a final for the course.

### **ENG-313 Creative Writing: Experimental**

3 credits

A creative writing workshop dedicated to developing a wider range of literary techniques. For the purposes of this course, Experimental Writing is defined as writing that

departs -- in form, structure, or style -- from the conventions of literary realism. Students will demonstrate proficiency in writing and reading experimental fiction, nonfiction, and poetry, with an emphasis on experimental narrative techniques such as metafiction, magic realism, the unreliable narrator, multi-genre and hybrid forms (works that blur the lines between poetry and prose, for example), nonlinear storytelling, fragmentation, and poetic techniques such as found text and readymades, self-imposed constraints, and the collage or mashup. Prerequisite: ENG-206.

### **ENG-315 Topics in Specialized Writing**

3 credits

A workshop in which students will write on specialized topics chosen by the instructor. Prerequisite: completion of composition requirements or permission of instructor.

### **ENG-316 Theories of Writing and Tutoring**

3 credits

A workshop on writing and tutoring theory for students interested in becoming writing tutors or teachers. Prerequisites: minimum GPA 3.0, sophomore standing, and permission of the instructor.

### **ENG-321 Workplace Writing: Business and Professional Contexts**

3 credits

A workshop in writing effectively to achieve specific practical purposes in various business and professional workplace environments. Prerequisite: completion of composition requirements or permission of instructor.

### **ENG-322 Workplace Writing: Grants**

3 credits

Students employ their analytical and writing skills to research and write grants for non-profit organizations in their local or regional communities. Fundraising and development activities on behalf of area organizations introduce them to career opportunities in this growing field. Prerequisite: completion of composition requirements or permission of instructor.

### **ENG-323 Workplace Writing: Reviewing and Publishing**

3 credits

Students learn to write arts and literary criticism through studying the work of prominent critics in literature, theatre, film, dance,

visual arts, and music. Students learn how to market themselves as potential reviewers for print and online publications. Prerequisite: completion of composition requirements or permission of instructor.

### **ENG-324**

#### **Workplace Writing: Online Contexts**

3 credits

This course will help students adapt their writing to online environments. A writing-intensive course, grounded in rhetorical principles, it focuses upon planning, writing and producing online texts distributed entirely through virtual portals. Students will write documents intended for a variety of virtual purposes, including E-mail, instant messages, text messages, blogs, wikis, workplace social-media, and online team collaborations. Prerequisite: completion of composition requirements or permission of instructor.

### **ENG-331**

#### **Medieval Literature**

3 credits

A seminar in Old and Middle English authors, such as Bede, Chaucer, and Kempe, and texts, such as Beowulf, moralities, and mystery cycles. Students may be introduced to linguistic issues, historical and political concerns and critical topics such as literacy, canon formation, and gender.

### **ENG-333**

#### **16th-Century Literature**

3 credits

A seminar on Renaissance literature including such writers as More, Wyatt, Surrey, Spenser, Sidney, Shakespeare, and Marlowe.

### **ENG-335**

#### **17th-Century Literature**

3 credits

A seminar on literature in England from 1600 to 1660, including such writers as Donne, Jonson, Browne, Herbert, and Marvell.

### **ENG-336**

#### **Grammar and Style**

3 credits

Provides students with a comprehensive knowledge of the conventions of English grammar, punctuation and syntax. Students will learn how to analyze the way words, phrases, sentences, and paragraphs work in expert writing, and they will apply this knowledge to their own writing, with emphasis on argument, exposition, and analysis. Prerequisite: completion of composition requirements or permission of instructor.

**ENG-340**  
**Restoration and 18th Century Literature**  
**3 credits**

An exploration of literature in England from 1660 to 1800, including such writers as Astell, Pope, Finch, Swift, Defoe, Fielding, Johnson, and Wollstonecraft.

**ENG-345**  
**Romantic Literature**  
**3 credits**

A seminar on literature in England from 1780-1830, emphasizing a close study of the poetry of Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats, as well as important novelists and female poets of the period.

**ENG-346**  
**Victorian Literature, 1830-1900**  
**3 credits**

A seminar on literature in England from 1830 to 1900, emphasizing close study of the literary culture, including such writers as Dickens, Browning, Mill, and Ruskin.

**ENG-347**  
**20th-Century British Literature**  
**3 credits**

A seminar on literature in the United Kingdom from 1900 to 1960, emphasizing formal experiments as well as historical contexts, and including such writers as Joyce, Woolf, Beckett, Rhys, Delaney, and Eliot.

**ENG-348**  
**Contemporary British Literature**  
**3 credits**

A study of contemporary literature written in English after 1945, in the U.K. and elsewhere, by writers of British, Irish, Scots, Welsh, and other cultural traditions. Poetry, fiction, literary essays, and drama will be included.

**ENG-351**  
**19th-Century American Literature**  
**3 credits**

A seminar on literature in the United States from 1800 to 1900, emphasizing literary genres and the definition of an American literature as distinct from English literature.

**ENG-352**  
**20th-Century American Literature**  
**3 credits**

A seminar on American literature from 1900 to 1967, including such writers as O'Neill, Hemingway, Faulkner, Porter, Richard Wright, Stevens, Moore, and Williams.

**ENG-353**  
**Contemporary American Literature**  
**3 credits**

A seminar on American literature from 1945 to the present.

**ENG-354**  
**Selected Topics in English**  
**1-4 credits**

Exploration of special topics, themes or methodologies in English. This course may be repeated for credit on different topics.

**ENG-354-361**  
**Selected Topics in English**  
**1-4 credits**

Exploration of special topics, themes or methodologies in English. This course may be repeated for credit on different topics.

**ENG-362**  
**The Novel**  
**3 credits**

A close reading of novels from various historical periods and cultures.

**ENG-363**  
**The Drama**  
**3 credits**

A close reading of drama, with attention to cultural contexts and the genres of tragedy and comedy.

**ENG-364**  
**The Poem**  
**3 credits**

A close reading of poetry, with attention to historical periods and poetic genres.

**ENG-365**  
**Short Fiction**  
**3 credits**

A close reading of short fiction from a variety of cultures, with attention to the various genres of short fiction: short-short, short story, long story, and novella.

**ENG-371**  
**Classics of Children's Literature**  
**3 credits**

An analytic study of classic and contemporary literature for children. Students will be introduced to a variety of critical approaches, including psychoanalytic, social/historical and feminist. The course may be of particular interest, but is not restricted, to students majoring in education or psychology.

**ENG-372**  
**Children's Literature: The Adolescent Experience**  
**3 credits**

A study of enduring literature examines how exemplary writers chronicle the challenges of growing up. Texts may include influential Young Adult fiction, classics such as *The Catcher in the Rye* and *To Kill a Mockingbird*, and contemporary fiction by important writers who focus on the relevant themes.

**ENG-381**  
**Studies in Film Genre**  
**3 credits**

Provides an in-depth examination of a variety of film genres (such as the gangster film, the western, the musical, the screwball comedy, the science fiction film, and the horror film, among others), to be examined through the perspective of film genre theory. Through close analysis of selected films and readings, students will define the aesthetic and thematic patterns characterizing specific genres, and will trace the development of those genres within the dual contexts of the film industry and cultural ideology.

**ENG-382**  
**Comparative Film Directors**  
**3 credits**

Provides an in-depth comparative study of major American, international, independent and avant-garde filmmakers. Through close analysis of selected films and readings, students will define the aesthetic and thematic patterns characterizing the work of individual directors and will draw meaningful comparisons among directors sharing similar aesthetic and thematic approaches. Students will trace the artistic development of directors through their careers, assessing individual works in the context of film criticism and theory, and in the context of multi-layered intertextual influences.

**ENG-383**  
**Global Cinemas**  
**3 credits**

Provides an in-depth study of the history and defining characteristics of national cinemas. Through close analysis of selected films and readings, students will examine the general movements within the history and development of various national cinemas, with attention to film historiography when considering how patterns are to be viewed in light of the culture, politics, and history of a particular producing nation. Further, students will trace and evaluate the influence of selected film movements and issues upon both cinematic and critical practice.

**ENG-384****Film Adaptation**

3 credits

Provides an in-depth study of intertextual influence, as film enters into “dialogue” with various literary forms. Through close analysis of selected films and various forms of literature—including novels, graphic novels, short stories, plays, poetry, and journalism—students will study the aesthetic specificity of both film and literary genres and will analyze the transformative qualities at play when a work is adapted from page or stage to screen.

**ENG-400****Advanced Creative Writing**

3 credits

An advanced workshop in creative writing. Prerequisite: completion of composition requirements or permission of instructor.

**ENG-405****Advanced Prose Style**

3 credits

Analyzes prose styles in English from the Renaissance to the present, focusing on the development of syntax, diction, and content. Students will be encouraged to imitate stylistic models and to develop their own prose style. Prerequisite: completion of composition requirements or permission of instructor.

**ENG-407****Advanced Workplace Writing**

3 credits

Students will learn to adapt their writing skills to match specialized writing needs in publishing; corporate and personal finance; health, medicine, science, and technology.

**ENG-411****History of the English Language**

3 credits

A seminar on the historical development of the English language, including phonetics, diversity, and present-day usage.

**ENG-425****Seminar in Shakespeare**

3 credits

A seminar on Shakespearean drama and poetry.

**ENG-435****Seminar On Milton**

3 credits

A seminar on Milton’s lyric poetry, Samson Agonistes, Paradise Lost, and prose.

**ENG-441****Seminar in American Literature**

3 credits

A seminar focusing on literature by one writer or by a small group of writers.

**ENG-443****Seminar in Literary Modernism**

3 credits

A seminar on literature from 1900 to 1940, by British, Irish, and American writers such as Hardy, Yeats, Woolf, Joyce, Eliot, Williams, Hurston, and Faulkner.

**ENG-445****Seminar in Black/Multi-Ethnic Literature**

3 credits

A seminar focusing on literature by black, Native American, Hispanic, Asian American and first-generation immigrant writers.

**ENG-447****Global Literature**

3 credits

An in-depth study of the recent literature in English of one or more writers whose cultural identification is with one of the former colonies of the British Empire, as it was defined at the beginning of the 20th century. Literature in the English language, written by authors of African, Caribbean, Pacific Island, East Asian, or South Asian cultures may be included.

**ENG-455****Seminar in Chaucer**

3 credits

An examination of Geoffrey Chaucer’s writings from a number of critical perspectives, including close reading of the texts in Middle English, context and history, gender and sexuality, linguistics, and paleography and codicology.

**ENG-484****Seminar in Cinema Studies**

3 credits

Provides an in-depth study of areas central to discussion and debate in the field of cinema studies (such as film violence, cinema censorship, feminism and film, post-colonial cinema, African-American cinema, blaxploitation, The French New Wave, and Italian Neorealism, among others). Through close analysis of selected films and readings, students will examine the impact of specialized influential movements in film history and in film theory and criticism. Further, students will trace and evaluate the influence of selected film movements and issues upon both cinematic and critical practice.

**ENG-490****Independent Research and Study**

1–4 credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. For ENG-490 this may be an original literary or writing project. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

**ENG-491****Internship in Writing and Publishing**

1–3 credits (3 maximum per semester)

Students work under the supervision of English faculty and on-site supervisors to complete real-world assignments in writing, publishing, and cinema studies. Their performance is assessed by professional standards. A minimum of 48 hours of field work per credit is required. Students report to faculty and on-site supervisors regularly, submit all work required by on-site supervisors, maintain a log, and complete a final report. Three credits required to count toward English writing concentration. Restricted to juniors and seniors.

**ENG-497****Advanced Study**

3 credits

Qualified majors may apply for honors in their senior year. Upon approval from the department of English, a candidate for honors enrolls in Advanced Study, writes a thesis, and submits it for departmental approval. The student must achieve a course grade of “B+” or better to be graduated with honors in English. Prerequisites: senior standing; 3.5 GPA in English; 3.25 cumulative GPA.

**ENTREPRENEURSHIP STUDIES (ENT)****ENT-100****Introduction to Entrepreneurship**

3 credits

This course will provide Rider students with an introduction to the concept of entrepreneurship and a taste of the Rider Entrepreneurship Studies (ES) program. Students will explore the opportunities and challenges

faced by individuals starting up new ventures and the probable paths of career development for students pursuing entrepreneurship.

In order to learn about entrepreneurship and the start-up process, students will brainstorm ideas and concepts, learn about business models, research a business concept, and participate in group discussions of case studies concerning several well-known businesses so as to understand the genesis of business concepts, marketing strategies, and sources of customers. We will also discuss how these firms handled problems encountered along the way. The range of topics covered will challenge students to incorporate the lessons of the classroom into their own lives and future workplaces.

### **ENT-335 Small Business Tax Planning**

3 credits

This course provides an understanding of the key tax issues faced by small businesses and their business implications. It also familiarizes prospective business owners with various tax filing requirements so that they can use the expertise of tax professionals more effectively. Prerequisite: ACC-210.

### **ENT-348 Small Business Management**

3 credits

The role of small business in the American economy is examined. Favorable practices, policies, functions, principles and procedures of and for the small business entrepreneur and owner-manager are studied. Includes learning a method to evaluate a new venture idea. Prerequisite: MGT-201 or permission of instructor and junior standing.

### **ENT-350 Entrepreneurial Finance**

3 credits

This course covers the techniques for acquiring financial resources as a firm advances through successive business stages: seed, start-up, struggling, growing, and stable. In addition, it examines recent trends in credit markets and the latest financial innovations as they impact the process of financing the venture's growth. Prerequisite: FIN-300.

### **ENT-360 Family Business Management**

3 credits

This course is directed at understanding the family-owned and managed firm. Topics included are the strengths and weaknesses of a family firm, the dynamics of the family and business interactions, conflict resolution, suc-

cession planning and ownership transfer. The course will help individuals involved with a family firm, regardless if they are a family member. Prerequisites: MGT-201 and junior standing.

### **ENT-375 International Entrepreneurship**

3 credits

Students will learn how new or small ventures enter international markets. Requirements include developing a case about starting or running a venture in a single country of the student's choice. Prerequisites: MGT-201 and junior standing.

### **ENT-410 New Venture Planning**

3 credits

This course will require students to select a business and prepare a complete new venture plan for it. This plan would identify the product and its target market, analyze its market potential, choose the location, scale of operation, layout, staffing, type of financing, estimate the revenues and profits, and present the income statement, balance sheet, and the cash flow projections. Prerequisites: ENT-348 or permission of instructor.

### **ENT-420 Student Venture Experience**

3 credits

Students will start and run a small business while under the supervision and guidance of faculty. Students will take a business plan developed through New Venture Planning (ENT-410) and execute it. Students will experience the launch process and learn, hands on, how to adapt to the marketplace. Some businesses started in this class may also be eligible for seed venture funding from Rider. Prerequisites: ENT-348, ENT-410, and permission of instructor.

### **ENT-444 Special Topics in Entrepreneurial Studies**

3 credits

### **ENT-448 Small Business Consulting Seminar**

3 credits

This course utilizes student teams to assist existing small businesses in solving problems or researching opportunities. Students will spend the majority of time in the field utilizing an experiential learning approach. Weekly activity logs, proposal development, and project completion are required. Restricted to seniors. Prerequisite: ENT-348 and permission of instructor.

### **ENT-490 Independent Study**

3 credits

### **ENT-491 Internship**

3 credits

Students will work in a small firm in a significant management capacity and apply entrepreneurial skills in a real world setting. Requirements include a journal of activities, a written paper presented to the internship director, and a report by the firm on the intern's performance. Class is pass/fail and counts as a business or free elective.

Prerequisites: permission of instructor and junior standing.

## **ENVIRONMENTAL SCIENCES (ENV)**

### **ENV-100 Introduction to Environmental Sciences**

4 credits

Examines how ecosystems function, with emphasis on the interactions between biological organisms and their physical environment, and the chemical processes that govern these interactions. The impact of human populations on natural ecosystems is investigated in detail using case studies from history and current events. The laboratory provides for hands-on experiences and/or short field trips to local sites for a better understanding of many of the concepts discussed. Weekday and weekend field trips may be required. Three hours of lecture and one three-hour lab per week.

### **ENV-200 Statistical and Computer Applications in the Natural Sciences**

4 credits

This course introduces important statistical concepts, their application, and the usage of computer technology relevant to biological, environmental, geological, and marine problems. Students will learn various graphical and statistical techniques and how to execute them on personal computers. The curriculum emphasizes the integrated nature of these techniques and their importance to meaningful data evaluation and representation. Laboratory exercises are designed to emphasize useful solutions to problems found in many scientific disciplines using computer-based methodologies. Three hours of lecture and one three-hour lab per week.

**ENV-205****Introduction to Geographic Information Systems**

3 credits

This course introduces the computer-based concepts and skills of Geographic Information Systems (GIS). It covers the basic GIS concepts, such as map characteristics and projections, spatial data models and analysis, and relational databases. It explores data sources, data quality, and metadata, as well as implementation and management of specific GIS projects. Hands-on experience with ArcGIS software is provided through a series of student exercises completed throughout the semester. Students will also be taught how to process both vector and raster data using ArcGIS software. The course is relevant for students from numerous disciplines in the natural sciences, social sciences, and business, which require the analysis and graphical representation of spatial data. Three hours of lecture per week. Note: This course is cross-listed as GLS-205. Students may not receive credit for both ENV-205 and GLS-205.

**ENV-220****Weather and Climate Change**

3 credits

This course introduces students to the concepts of weather and climate change. These concepts frame a continuum from short-term or daily changes in the atmosphere (meteorology) to those changes averaged over much longer periods of time (climatology). Students will learn the fundamentals of weather forecasting, the causes of natural variation in the Earth's climate, and the impact of human actions on the Earth's climate. Connections will be drawn to other current issues in the Earth system, including land use change, biodiversity, and pollution. Three hours of lecture per week. Prerequisite: GEO-100 or permission of instructor.

**ENV-290****Directed Research and Study in Environmental Sciences**

1–4 credits

Provides an opportunity for freshman and sophomore students to gain hands-on research experience in the environmental sciences. This is an individual program of study and each student will work with a selected faculty member on a topic of mutual interest. The course consists of a combination of project meetings, supervised research, and guided readings. The focus will be on formulating research questions, designing and conducting experiments, collecting the necessary data, reviewing the scientific literature as it relates to

each student's research topic in weekly meetings with the instructor, and communicating the findings by writing a final project report.

**ENV-350****Principles of Environmental Toxicology**

3 credits

A comprehensive description of the important principles of toxicology, including the absorption, distribution, metabolism, and excretion of toxic substances. Target organs systems will be discussed as well as mechanisms of carcinogenesis and teratogenesis. Specific groups of toxins to be discussed include: pesticides, metals, radiation, solvents and vapors, and plant and animal toxins. Three hours of lecture per week. Prerequisites: BCH-225 or CHE-211, BIO-115 or BIO-117.

**ENV-375****Environmental Biogeochemistry**

3 credits

This course examines the biogeochemical interactions among various environmental components, including water, rock, soil, organisms, and atmosphere. Covered topics focus on the relation between the biosphere and changes in the Earth's environment and atmosphere. The transfer of energy and nutrients within terrestrial ecosystems also is explored. Case studies from various examples will be used to understand ecosystem dynamics. Long-term environmental change and present-day ecosystem restoration activities are examined in the context of biotic offsets and land-use planning. The biogeochemical cycles of some environmentally sensitive compounds and elements in natural systems, such as pesticides, mercury, and lead, also may be examined. Three hours of lecture per week. Prerequisites: GEO-100 or GEO-113, CHE-120, CHE-121, CHE-122, CHE-123.

**ENV-480****Senior Thesis**

3 credits

A senior thesis is optional for environmental science majors. However, a senior thesis is required for eligibility to graduate with honors in environmental science. The topic for investigation will be chosen by the student in consultation with the faculty of the Department of Geological, Environmental, and Marine Sciences. The student must initiate consideration of a proposal to the Department. The proposal must contain a discussion of the proposed project and a timetable to be followed in the study. A departmental committee consisting of a major and minor advisor will evaluate the written paper submitted at the conclusion of the study. An oral

presentation before the department at the conclusion of the semester in which the study is completed is required. Proposals must be submitted in final form no later than the end of the ninth week of the semester prior to the semester in which the study is undertaken. Prerequisites: senior standing in the geosciences major and permission of instructor.

**ENV-490****Independent Research and Study**

1–4 credits

Immerses the student in field or laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

**ENV-491****Internship in Environmental Sciences**

1–4 credits

A supervised work experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placements may be in private, public, non-profit, or governmental organizations. These can include consulting firms, regulatory agencies, advocacy groups, and educational or research institutions. Normally, 50 hours of internship per credit is required. A mutually agreed upon method of evaluation will be formalized prior to the approval of the internship by the sponsoring faculty and could include a term paper or project report and a poster presentation. Prerequisite: 2.5 GPA and permission of instructor.

**EUROPEAN STUDIES (EUR)****EUR-250****Introduction European Area Studies**

3 credits

This multi-disciplinary course introduces students to European Area Studies, and focuses upon how Europe has been conceptualized as a social, cultural, economic and political entity. Subjects surveyed through materials drawn from multiple disciplines and media include geography, ecology and climate; principal language systems and their development; historical, political and economic developments from antiquity to the modern era; architecture, city development and design; contemporary cultural life; and the formation and organization of the European Union. Required foundation courses for the European Area Studies minor.

## FOREIGN LITERATURE EDUCATION (FLE)

### FLE-320

#### Introduction to Linguistics and Psycholinguistics

3 credits

This course provides an introduction to general linguistics and basic contrastive study of English, French, German, and Spanish sounds, forms, and syntax. Students visit schools where they interview language learners and sample their speech for analysis. Applications of these studies are made to creating instructional materials and to teaching. Theories of language acquisition as well as factors affecting second language learning, including learning styles and personality, are studied. A rationale for communicative language teaching and learning is constructed. Note: This course is cross-listed as EDU-320. Students may not get credit for both FLE-320 and EDU-320.

### FLE-420

#### Teaching a Second Languages

3 credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolios and philosophy of second language teaching, prepare a thematic unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. Note: This course is cross-listed as SED-420. Students may not get credit for both FLE-420 and SED-420.

## FILM AND MEDIA STUDIES (FMS)

### FMS-250

#### Global Film History: Origins to 1960

3 credits

Examines major technological and aesthetic developments in both American and international cinema of the period, with an emphasis on global cinema. From silent comedy and melodrama to German Expressionism and Soviet activist cinema; from French poetic realism and Italian Neo-realism to Hollywood sound cinema, this course will survey and

assess the impact of influential movements, major film artists, and groundbreaking films of the period. FMS-250 is cross-listed with ENG-281.

### FMS-251

#### Global Film History: 1960–Present

3 credits

Examines major technological, industrial, and aesthetic developments in both American and international cinema of the period, with an emphasis on global cinema. From the decline of the studio system and the emergence of the “New Hollywood” to the digital revolution; from the renaissance in Western and Eastern European cinemas to Latin American, Asian, and Middle Eastern cinema, this course will survey and assess the impact of influential movements, major film artists, and groundbreaking films of the period. FMS-251 is cross-listed with ENG-282.

### FMS-252

#### American Film History: Origins-1960

3 credits

Examines major technological and aesthetic developments in American cinema as it grew from the days of one-reel silent shorts exhibited in storefront theaters through the days of studio productions exhibited in lavish picture palaces and featuring iconic stars the system manufactured and promoted. From the inception of sound and color, to the later development of lightweight equipment that freed filmmakers from the confines of the studio, from the “golden age” to the gradual decline of the Hollywood studio system in the 1950s, we will study the lasting genres that grew out of the system, the filmmakers who flourished and those who rebelled against the system, and the ground-breaking films that established the American film industry as a dominant force within the world. FMS-252 is cross-listed with ENG-285.

### FMS-253

#### American Film History: 1961-Present

3 credits

Examines the transitions of Hollywood in the post-studio era—the rise of the 1960s-1970s New Hollywood and its ground-breaking films, the rise of the blockbuster as an industry standard; the responses of independent filmmakers and the avant-garde to blockbuster dominance; the transition from the Production Code to the ratings system, the move back to studio-owned theaters, and the emergence of digital cinema and CGI. We will look at how genres are being redefined, how major filmmakers are re-shaping their work to fit 21st century demands, how “gam-

ing,” U-Tube, and other media sources are altering the very definition of cinema. FMS-253 is cross-listed with ENG-286.

### FMS-260

#### Great Performances in Film

3 credits

Examines major accomplishments in film acting from the silent era to the present day. Students will acquire knowledge of the historical and critical contexts and the artistic vocabulary necessary to understanding, appreciating and assessing screen performances in a range of genres—from comedy and the musical, to the melodrama, psychological thriller, and “hard-boiled” film noir. Students will be asked to read, evaluate, and analyze film performance texts, as well as to research and write about performances in numerous films.

### FMS-284

#### Language of Film Analysis

3 credits

Provides students with the fundamentals necessary for achieving beginning proficiency in methods of cinema studies scholarship. The course provides an in-depth introduction to concepts of film analysis, theory, and history, as well as to the field of cinema studies as an academic discipline. Through close analysis of selected films and readings, students will examine the various and complex ways in which formal elements shape meaning. Students also will study key concepts in film theory, applying these concepts as a further means of understanding the ways in which film positions viewers and mediates ideology. Required of all Film and Media Studies minors. FMS-284 is cross-listed with ENG-284.

### FMS-286

#### Writing Short Screenplays

3 credits

Writing Short Screenplays for Digital Cinema will focus solely on the creation of a short screenplay for digital film. The course will ask that students conceive of and execute a viably producible screenplay, shooting script, and industry pitch for the modern market.

### FMS-300

#### Special Topics in Film and Media

3 credits

Courses in specialized and interdisciplinary areas of Film and Media Studies explore all three phases of the media experience: the industry that produces, distributes and exhibits; the textual products themselves; and audience reception of these products. FMS-300 Special Topics in Film and Media

Studies courses will focus on each of the phases individually and/or on intersections of all three phases. Special topics courses will devote attention to the relationship of film to both traditional as well as new media; the relationship of film to the other arts; the relationship of film to the ancillary products and industries it both creates and depends upon for financial profit; and the relationship of film as an industry and institution to the various cultural institutions film and media texts routinely represent.

### **FMS-340 Film and Media Audiences**

**3 credits**

Provides students with the fundamentals necessary for understanding media audiences and reception within the interdisciplinary framework of film and media studies. The course introduces students to the field of audience and reception studies, including theory, empirical scholarship and history. Students will learn about who composed audiences, how they behaved, how they responded to the medium and the texts it delivered, how they interpreted what it meant to be an audience, how audiences were defined and treated by others, both today and historically. This will include audiences of movies, radio, television and news media.

### **FMS-342 Artists of the Cinema**

**3 credits**

Provides the opportunity to delve into the work of an individual film artist (whether a director, producer, screenwriter, cinematographer, costume designer, art director, musical composer, actor) or to examine a creative team (various combinations of a director, actor, cinematographer, screenwriter) that has collaborated in producing a series of films together. The course will post the daunting question: Who is the author of the film? Even when studying individual artists, we will explore the influences and the working relationships that have shaped their work, and we will look outward to the way in which they have influenced other artists of their own generation and beyond.

## **FINANCE (FIN)**

### **FIN-200 Managing Your Money**

**3 credits**

An introduction to the analysis of a wide range of financial decisions which individuals encounter over their careers and lifetime. Topics include financial goals, tax planning,

home ownership versus renting, consumer credit, money management and investments, and managing risk with insurance. This course is open to all Rider students, and it counts as a free elective or a business elective. It cannot be used as finance elective.

### **FIN-220 Introduction to Finance**

**3 credits**

An introduction to the environment, concepts, and techniques of financial management. Topics include forms of business organization, taxes, analysis of financial performance, financial planning, financial markets and interest rates, time value of money, bond and stock valuation, risk and return, capital budgeting, cost of capital, and international financial management. Prerequisites: ACC-210 and ECO-201.

### **FIN-305 Personal Financial Planning**

**3 credits**

'This course focuses on practical issues and problems involving personal financial budgeting, use of credit, selection of banking services, insurance needs, real estate, investments, tax planning, and retirement planning. An important objective of the course is to provide the student with the tools that are utilized in making personal financial decisions and how to apply those tools for a variety of financial needs. Prerequisite: FIN-220.

### **FIN-307 Financial Markets and Institutions**

**3 credits**

An introduction to the organization and behavior of financial markets and institutions in the economy. The factors determining security prices and interest rates in the money and capital markets are analyzed. An overview of all major financial institutions is presented. In addition, market returns, the regulatory environment and monetary policy are examined. Prerequisites: ECO-200 and junior standing.

### **FIN-308 International Finance**

**3 credits**

Financial management in the international environment. Topics include balance of payments, foreign exchange markets, arbitrage, hedging of currency risk, country risk management, and the evaluation of foreign investment opportunities. Prerequisite: FIN-220.

### **FIN-309**

#### **Intermediate Corporate Finance**

**3 credits**

This course builds on and extends the concepts of financial management learned in FIN-220. The course examines long-term corporate financing and investment decisions and how those decisions interface with each other. Topics covered include: cost of capital, financial planning and analysis, capital budgeting, capital structure and dividend policy. Prerequisite: FIN-220.

### **FIN-312 Investments**

**3 credits**

The fundamentals of investing in stocks, bonds, and other negotiable instruments are covered. Major topics include trading on securities markets, mutual funds, international investing, margin accounts, short sales, determinants of securities prices, and investment risks. Stock options, financial futures, convertible securities, and implications of taxes on investment decisions are also discussed. Prerequisite: FIN-220.

### **FIN-315 Financial Modeling**

**3 credits**

Provides instruction in computer use beyond what is available in other finance courses. Topics include more sophisticated applications of computers in financial management, investments, and other areas of finance and business. Students work on cases and projects which require more advanced usage of spreadsheets and other software and databases. Prerequisites: CIS-185 and FIN-220.

### **FIN-330 Corporate Cash Management**

**3 credits**

This course is designed for business students seeking an understanding of modern principles and techniques for corporate treasury management. The course material is useful for finance, accounting, and banking professionals or small business owners. Topics include analysis of liquidity and solvency, credit and accounts receivable management, cash collection and disbursement systems, short-term investment and borrowing, management of treasury information and technology, multi-national cash management, and other related topics. Prerequisite: FIN-220.

**FIN-340****Principles of Risk Management**

3 credits

This course examines the risk management process as applied to the firm as a whole. It integrates the management of all risks facing the firm: strategic, financial, hazard, and operational. Techniques for identifying risk, measuring and analyzing it, and selecting an appropriate treatment will be explored. Prerequisite: FIN-220. Spring.

**FIN-350****Entrepreneurial Finance**

3 credits

This course covers the techniques for acquiring financial resources as a firm advances through successive business stages: seed, start-up, struggling, growing, and stable. In addition, it examines recent trends in credit markets and the latest financial innovations as they impact the process of financing the venture's growth. Prerequisite: FIN-220.

**FIN-360****Derivative Securities**

3 credits

The objective of this course is to provide students with an understanding of the main types of financial derivatives and of the markets in which they are traded. Topics include the valuation of future contracts; the valuation of options; trading strategies involving these assets; swaps; and the use (and misuse) of financial derivatives in the context of corporate applications. Emphasis is on the fundamentals of derivatives pricing and hedging. Prerequisites: MTH-340 or MSD-200 (with minimum grade of "B"), and FIN-220 (with a minimum grade of "B") or permission of instructor.

**FIN-380****Real Estate**

3 credits

Real estate finance and related subjects in real estate are examined. Topics include measuring cash flows and taxes, valuation methods for real estate investment decisions, location and value in real estate, home ownership, legal matters, and financing methods and techniques. Prerequisite: FIN-220.

**FIN-399****Finance Co-op Experience**

6 credits

The co-op program provides students with an opportunity to work full-time in a company and apply what they have learned in their finance and other business classes. It also enhances students' employment opportunities since many employers use a co-op program as

a first step before they hire full-time employees. Eligible students include finance majors with at least junior status, a minimum overall GPA of 3.0, and a minimum GPA of 3.0 in any finance coursework completed prior to the submission of the co-op application. Co-op credits can be applied toward business or free elective requirements but not toward finance elective requirements for majors. Grading is on a pass/fail basis. Prerequisite: FIN-220.

**FIN-412****Investment Analysis and Portfolio Management**

3 credits

Real-world application of the concepts and techniques of investment analysis and portfolio theory introduced in FIN-312. Students interact with and make recommendations to professional portfolio managers. Topics include analysis and forecasts of business conditions, market interest rates, international opportunities, and corporate profits. Emphasis is placed on the valuation of securities, stock selection, investment timing, technical analysis, and management of portfolio risk with options, futures, and other tools. Prerequisite: FIN-312 or permission of instructor.

**FIN-469****Special Topics in Finance**

3 credits

This course is occasionally offered, with the topics and prerequisites set by the finance program.

**FIN-490****Independent Research and Study**

3 credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation. This course can be used as a business or free elective, but with prior approval it can also be used as finance elective.

**FIN-491****Finance Internship**

1-3 credits

The internship offers qualified junior and senior finance majors supervised employment with participating companies. The internship may be taken during the fall or spring semester or during the summer session. Students are evaluated periodically by senior staff members of the participating firms and are required to complete a term paper that will be reviewed by the major's internship director. Internship credits can be applied toward business or free elective requirements

but not toward finance elective requirements for majors. Grading is on a pass/fail basis. Prerequisite: permission of instructor.

**FRENCH (FRE)****FRE-100****French I**

3 credits

Conversational French is taught through basic vocabulary and grammar building. Students will enjoy an immersion-style method emphasizing real-life situations and vocabulary in authentic cultural context, through an interactive textbook, videos, on-line resources, and oral/aural skill building using the technology in the Foreign Language Media Center to enhance learning. Prerequisite: Placement test if French has been studied elsewhere.

**FRE-101****French II**

3 credits

Building on learning in French I, students will begin to converse using more complicated grammatical structures within immersion-style classroom interactions. While the focus is still on conversation and aural skill building, composition skills receive greater emphasis. Students will enjoy an interactive textbook, Internet usage, and authentic videos shot on location in France. Prerequisite: FRE-100 or placement test.

**FRE-200****French III**

3 credits

This course builds on linguistic skills previously acquired through an emphasis on conversation and oral comprehension, and through vocabulary building. Grammar study is continued at a more advanced level, and students begin to read short passages focusing mainly on francophone culture and civilization. Film clips, Internet resources, and other computer-aided learning tools are used to create a dynamic immersion-style learning experience. Prerequisite: FRE-101 or placement test.

**FRE-201****French IV**

3 credits

While continuing the emphasis on aural/oral production and grammar and vocabulary building, short passages of greater complexity taken from literary texts, newspapers, and magazines will become the focus of conversation/composition activities. Technological resources will continue to enhance the im-

mersion-style learning experience consistent with a course in advanced French. Successful completion of this course, or its equivalent, serves as a prerequisite for French courses at the 300 and 400 level. Prerequisite: FRE-200 or placement test.

### **FRE-300 French Composition/Translation**

**3 credits**

An in-depth study of style, shades of meaning, and correctness of expression. Translation of business/professional/scientific/political texts will receive emphasis, and students will continue to perfect their writing skills, and review and improve advanced grammatical structures. Prerequisite: FRE-201, placement test at 300-level or above, or FRE-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **FRE-301 French for Business**

**3 credits**

The fundamentals needed to survive in the French professional and business world are taught. Students will continue to perfect oral/written/aural skills while learning about the cultural climate within which these skills will be used. Students will learn how to prepare effective business/professional correspondence and, through role-playing activities, will use their knowledge in such real-life situations as interviewing, telephone conversations, and business meetings. Prerequisite: FRE-201, placement test at 300- level or above, or FRE-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **FRE-305 An Introduction to French Literature**

**3 credits**

A chronological overview of the evolution of French literature from the chansons de geste into the 20th century. Study and interpretation of selected works, authors or literary movements through the Renaissance, the classical period, Enlightenment, romanticism, realism, naturalism to representative works by authors of our century from Proust to existentialism, the nouveau Roman, thetre absurde and beyond. Required for majors. Prerequisite: FRE-201, placement test at 300-level or above, or FRE-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **FRE-311 French Culture**

**3 credits**

A study of modern France and French value orientations as they are rooted in tradition and history and continue to shape everyday life as well as institutions, social organizations, artistic expression, education, attitudes and human interaction. A comparative approach will examine the underlying differences between France and the United States. Classes are in English.

### **FRE-320 French Phonetics and Conversation**

**3 credits**

This course is an introduction to French phonetics and is designed to help students further develop their skills in speaking French accurately and fluently. The course requires students to learn basic linguistic symbols and the phonetic alphabet as a theoretical step toward improving articulation and pronunciation. Moreover, special emphasis will be placed on the development of vocabulary and of appropriate communication techniques to participate in discussions in French. The course will be a mix of lectures, class discussions, debates, face-to-face conversations, and role games requiring a strong active participation. Counts toward major and minor requirements. Prerequisite: FRE-201, placement test at 300-level or above, or FRE-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **FRE-422 Cultural Express in French Film and Television**

**3 credits**

A systematic analysis of selected French films and television broadcasts will reveal cultural value orientations as they relate to love, family, community, leisure, work, social, and political organization. A comparative approach will stress the underlying cultural differences between France and the United States. Prerequisite: FRE-201, placement test at 300-level or above, or FRE-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **FRE-425 The Portrait of the Hero in French Fiction**

**3 credits**

This course deals with modern French fiction and its depiction of the role of the hero as a figure who gradually loses control over his fate (Stendhal, Balzac) and is changed

into someone who struggles against ever increasing odds, only to be finally vanquished (Flaubert). The main character may find fulfillment in recollections of the past (Proust), explore the moral parameters of existence (Gide, Camus) or become the incapacitated anti-hero of Beckett's novels. Prerequisite: FRE-201, placement test at 300-level or above, or FRE-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **FRE-430 Mask and Reality in French Theater**

**3 credits**

A study of theater through the optic of a unifying theme: the mask and reality. The goal is to gain a greater appreciation of the art of dramatic illusion whereby actors, while wearing the masks of the characters they play, allow us to examine ourselves and reality in true, unmasked form. Playwrights to be studied will range from the classical theater of Racine and Corneille, through the modern avant-garde, existentialist and Theater of the Absurd works of such playwrights as Ionesco and Beckett. Prerequisite: FRE-201, placement test at 300-level or above, or FRE-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **FRE-435 The Self in French Prose and Poetry**

**3 credits**

Are we determining or pre-determined creatures? What is our essential nature? Is the quest for salvation justified? A study of the historical, political, and social realities in which the texts were composed will shed light on the concept of the self. Representative authors from the Renaissance to modern times will include: Montaigne, Descartes, Pascal, Montesquieu, Rousseau, Hugo, Baudelaire, Apollinaire, Sartre, Camus, Duras, Sarraute, Colette, de Beauvoir. Prerequisite: FRE-201, placement test at 300-level or above, or FRE-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **FRE-440 A Quest for Identity: Francophone Literature and Culture**

**3 credits**

This course introduces the cultures of countries or regions where French is used either as the (or one of the) official language(s) or, in a less official capacity, by a segment of the population. In readings, discussions, songs, film viewings, and written assignments, students will experience the Francophone cultures of

specific areas and the amazing diversity of the Francophone world. They will also explore the difficult relation of the Francophone countries with France. The course considers issues of social status, history, resistance, and identity. Counts toward major and minor requirements. Prerequisite: FRE-201, placement test at 300-level or above, or FRE-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

#### **FRE-490**

#### **Independent Research and Study**

1–4 credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

#### **FRE-491**

#### **Internship in Foreign Languages**

1–4 credits

A supervised work experience in an approved organization to gain knowledge of the importance and interrelationship of foreign languages and cultures in the workplace. Placements can be made in international governmental agencies, international trade associations, multinational corporations, social service agencies, and other appropriate workplace environments both in the United States and abroad. With permission of the supervisor and faculty advisor, a three-credit internship may be substituted for a collateral requirement as credit toward the major. Prerequisite: students should have completed at least one 300-level course in the foreign language.

#### **FRE-496**

#### **Special Studies**

3 credits

Offered as needed to complement the program in French. A seminar open to a variety of topics treating a particular author, period, genre or critical approach. Prerequisites: FRE-201, placement test at 300-level or above, or FRE-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **GENDER STUDIES (GND)**

#### **GND-100**

#### **Introduction to Gender Studies**

3 credits

An introduction to the role of gender in human experience, examining the biological, historical, literary, artistic, and institutional manifestations of gender, and exploring the intersections of gender, sex, and sexuality.

#### **GND-110**

#### **Race/Class/Gender in American Society**

3 credits

This interdisciplinary course analyzes the ways in which race, class, gender and ethnic relationships shape the experience of all persons in this society. It examines the categories of race, class and gender as social constructs that have been historically developed and sustained by economic, social, political, and cultural factors.

#### **GND-200**

#### **Introduction to Women's Studies**

3 credits

An interdisciplinary investigation of traditional and contemporary gender roles, and of women's status, identity, and potential. Required for minor.

#### **GND-230**

#### **Women In Literature**

3 credits

A range of literary presentations of the female experience and of the conditions of women's lives is explored. These works are placed in historical and social contexts in order to see behind and beyond traditional literary conventions.

#### **GND-245**

#### **Pop Constructions of Gender**

3 credits

This course takes an interdisciplinary approach to investigate the constructs that society creates and maintains with relation to sexuality and gender. As we are increasingly confronted with images of gender and sexuality, it becomes vital to interrogate the origins of these images from a variety of disciplinary perspectives in order to analyze and critique these constructs. Students will be introduced to theoretical approaches to analyzing popular constructs of gender and sexuality from a variety of areas, including (but not limited to) the humanities, the physical sciences, and the social sciences.

#### **GND-300**

#### **Feminist Literary Criticism**

3 credits

This seminar explores the diversity within feminist literary analysis. Various national, ethnic and cultural standpoints are represented and the different as well as the common assumptions within feminist thought will be discussed.

#### **GND-310**

#### **Special Topics**

3 credits

Studies in specialized areas of feminist scholarship. Topics change according to instructor and are listed in the course roster. Prerequisite: one previous course in gender and sexuality studies or permission of instructor.

#### **GND-311**

#### **Gender and Communication**

3 credits

This course focuses on interactive relationships between gender and communication in contemporary American society. It connects theory and research with practice to explore multiple ways communication in families, schools, media, and society in general creates and perpetuates gender roles. It is designed to heighten students' awareness of how we enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem.

#### **GND-312**

#### **Gender, War and Peace**

3 credits

Through readings in literature, history, political science, philosophy, and psychology, the course will explore critically the myths linking feminine gender with pacifism and masculine gender with aggression. Various perspectives on peace and war, the history of peace movements, and women's as well as men's participation in war will be considered.

#### **GND-313**

#### **Gender and Ethics**

3 credits

An interdisciplinary seminar involving a concentrated study of recent works in feminist theory, with special attention to issues such as: Do men and women have different ethical perspectives and different styles of moral reasoning? How do the "ethics of care" differ from the traditional "ethics of justice?" Can the models of justice and care be integrated into a more comprehensive theory?

**GND-318****Gender and Communication**

3 credits

This course focuses on interactive relationships between gender and communications in contemporary American society. It connects theory and research with practice to explore multiple ways communication in families, schools, media, and society in general creates and perpetuates gender roles. It is designed to heighten students' awareness of how we enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem.

**GND-322****Witchcraft: Femicide Centuries**

3 credits

We will look at the perceived definitions of "witch" and "witchcraft" in relation to establishing medieval to modern gender codes. Our detailed study of perceptions of witches and their practices will reveal the power dynamics, social constructions and definitions that aided in the demise of countless women labeled as "witches" throughout history. Considerable time will be spent in exploring the internal controversy within the field of witchcraft studies regarding the use of words such as "genocide," "femicide," and "gendercide."

**GND-333****Gender and Sport**

3 credits

Typical thoughts of sport include ticket prices, player salaries, team rosters, and league standings; rarely is it viewed from a gender perspective. This course will go beyond the examination of Title IX to better understand the relationship between masculinity, femininity and sports. This course will examine various aspects of gender and sport, including media and gender representation, race and ethnicity, drugs and violence, men and masculinities, sexualities, policy and politics, the feminist critique of sport, the initiation rites and hazing in college sports, sports wagering, and the internationalization of sport, including but not limited to the Olympics and Paralympics. Prerequisite: junior or senior standing.

**GND-350****Leadership and Community**

3 credits

Designed for all students whose future plans include community service, organizing, and leadership, this course will study organizing in response to domestic violence, discrimination on the basis of gender, sexual harassment, and other issues related to women's needs. Building coalitions, skills for leader-

ship, and strategies for effective organization will be covered in readings and in class discussions and students will practice what they have learned by working in a local non-profit community-based organization.

**GND-400****Gender Studies Seminar**

3 credits

An opportunity for upper-level students to apply the multidisciplinary knowledge and training of the gender and sexuality studies minor to specific projects. Topics change according to instructor and are listed in the course roster. Required for minor. Prerequisite: junior or senior standing.

**GND-490****Independent Research and Study**

1-4 credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

**GND-491****Internship**

1-4 credits

Students work in an approved organization, under supervision of someone in that organization and of a gender and sexuality studies faculty member. Placements can be made in business, governmental and non-profit organizations and in local, grass-roots movements that draw on the knowledge acquired in gender studies courses. A minimum of 48 hours of field work per credit is required. Students must make bi-weekly reports, and they are required to analyze and evaluate their work at the end of the semester.

affects the other systems creating, in a sense, a single Earth process. With this approach, the student will view the Earth as a whole, and understand that the many seemingly separate components that make up this planet are, in fact, a set of interacting processes, that operate in cycles through time, within a single global system. Three hours of lecture per week.

**GEO-102****Earth Materials and Processes Lab**

1 credit

A hands-on laboratory experience involving the origin, significance, identification, and classification of Earth materials and processes. Mineral and rock specimens, soil and water samples, and topographic and geologic maps are utilized. Numerous field trips to local sites help students visualize many of the concepts discussed. One three-hour lab per week. Concurrent enrollment in, or prior completion of, GEO-100 or GEO-113 is required.

**GEO-113****Environmental Geology**

3 credits

Examines the fundamental premise that "our society exists by geologic consent subject to change without notice" by studying a number of important geologic processes and cycles, and the hazards and/or resources they present to individuals, society, and the natural environment. Topics discussed include earthquakes, volcanism, stream flooding, coastal erosion, climate change, and water, soil, mineral, and energy resources. Cost/benefit considerations, hazard mitigation concepts, economic and political ramifications, and the interactions among the lithosphere, hydrosphere, atmosphere, and biosphere also are presented. The course is designed to give non-science majors a deeper appreciation of their connection to the surrounding geologic environment, leading to better, more informed business, political, policy, and personal decisions. Three hours of lecture per week. Note: This course is cross-listed as GLS-113. Students may not get credit for both GEO-113 and GLS-113.

**GEO-168****Mesozoic Ruling Reptiles**

3 credits

A survey of the vertebrate groups that dominated the land (Dinosaurs), the seas (Mosasaurs, Plesiosaurs, Pliosaurs, Tylosaurs, and Ichthyosaurs) and the skies (Pterosaurs, Pterodactyls) during the Mesozoic Era. The course considers diversity of skeletal architectures and their reconstructed function and

**GEOSCIENCE (GEO)****GEO-100****Earth Systems Science**

3 credits

Investigates the major global processes that occur on Earth. These processes can be grouped into four major systems: atmosphere, hydrosphere, lithosphere, and cosmosphere. Each system interacts with and

the often controversial, inferred anatomy, physiology, reproductive strategy, habit, and social behaviors of these animals that are different from mainstream reptiles, birds, and mammals. It also covers the paleogeographical, and paleoclimatological conditions that facilitated the evolutionary rise to dominance and diversification of these vertebrate groups and the debated causes of their eventual extinction. Three hours of lecture per week. Weekend field trips may be required.

### **GEO-201 Elements of Mineralogy**

**4 credits**

The physical properties, chemistry, atomic structure, crystallography, uses, and environmental impacts of important minerals of the lithosphere and biosphere are presented. In addition, lab assignments and exercises emphasize crystal symmetry and chemistry; polarizing microscope, ICP, and x-ray analytical techniques; the graphical display and interpretation of compositional data; optical properties of isotropic and uniaxial minerals; and the identification of mineral hand specimens. Three hours of lecture and one three-hour lab per week. At least one weekend field trip required. Prerequisites: GEO-100 or GEO-113, and CHE-120 and CHE-121 taken prior or concurrently; or permission of instructor

### **GEO-290 Directed Research and Study in Geosciences**

**1-4 credits**

Directed Research and Study in Geosciences will provide an opportunity for freshman and sophomore students to gain hands-on research experience in the geosciences. This is an individual program of study and each student will work with a selected faculty member on a topic of mutual interest. The course consists of a combination of project meetings, supervised research, and guided readings. The focus will be on formulating research questions, designing and conducting experiments, collecting the necessary data, reviewing the scientific literature as it relates to each student's research topic in a weekly meetings with the instructor, and communicating the findings by writing a final project report.

### **GEO-305 Petrology and Petrography**

**4 credits**

The origin, evolution, and terrestrial distribution of igneous and metamorphic rocks are presented and detailed. Classroom lectures and discussions emphasize rock geochemistry,

mineralogic variability, the constraints placed on petrogenetic models by physio-chemical studies of natural and synthetic systems, and the relation of the various rock types to current plate tectonic theory and other whole-earth processes. The laboratory emphasizes the continuing development of optical microscopy skills, the identification of rock texture and mineralogy in thin section and hand specimen, the optical determination of mineral composition, and the recognition of possible petrogenetic processes as recorded in the rocks themselves. Three hours of lecture and one three-hour lab per week. Two weekend field trips required. Prerequisites: GEO-201, and CHE-122 and CHE-123 taken prior or concurrently; or permission of instructor.

### **GEO-306 Sedimentology and Stratigraphy**

**4 credits**

The principles of weathering, erosion, transportation, and deposition of sediment are the focus of this course. Sediment characteristics are examined to identify the processes involved in transporting grains and the specific environment in which the grains were deposited. Students will learn how to collect, analyze, and interpret sedimentary data and how to interpret surface and subsurface stratigraphic data using various techniques, such as lithostratigraphic, biostratigraphic, and geophysical, correlations. Field trips will expose students to different sedimentary environments and provide opportunities for students to learn how to conduct fieldwork. Three hours of lecture and one three-hour lab per week. Weekend field trips may be required. Prerequisite: GEO-100.

### **GEO-310 Structural Geology**

**4 credits**

The origin, distinguishing characteristics, and geographic distribution of deformational structures of the Earth's crust. In the laboratory, GPS, GIS, geologic maps, and three-dimensional problems are used in the study of typical surface and subsurface geologic problems. Three hours of lecture and one three-hour lab per week. Weekday and/or weekend field trips may be required. Prerequisites: GEO-100 or GEO-113, GEO-102.

### **GEO-350 Soil and Surficial Processes**

**4 credits**

This course examines the physical, chemical, hydrological, and biological aspects of soil and their relation to geomorphologic development. Specific topics include descriptions

of soil texture and structures, soil classification, soil colloids, soil redox and pH, and their effect on vadose zone water chemistry. Soil genesis and erosion controls, microbiology/ecology, nutrient cycles, and modern soil pollution from sludge and pesticide applications, as well as domestic and industrial chemical spills, also are discussed. The lab portion of the course introduces the basic techniques of soil analysis, both physical and chemical, and field survey methods. Three hours of lecture and one three-hour lab per week. Prerequisites: GEO-100 or GEO-113, and GEO-102.

### **GEO-407 Hydrology and Water Resources**

**4 credits**

This course introduces the principles that govern both surface water and groundwater flows that have applications to societal water needs. Surface water topics cover the basics of the hydrologic cycle, the processes of precipitation, evapotranspiration, runoff, and infiltration, and various factors affecting water supply and water quality issues in a modern watershed. Groundwater topics examine the principles that govern flow through a porous medium and the basics of well hydraulics under different pumping conditions that community development requires. Laboratory exercises will give students hands-on experience with the delineation of watersheds, analysis of precipitation data, and flow contaminant transport modeling. The field portion of the laboratory includes runoff and stream discharge measurements, as well as hydraulic conductivity estimations from both slug and pumping tests. Three hours of lecture and one three-hour lab per week.

Prerequisites: GEO-100 or GEO-113, GEO-102, and MTH-105.

### **GEO-480 Senior Thesis**

**3 credits**

A senior thesis is optional for geosciences majors. However, a senior thesis is required for eligibility to graduate with honors in geosciences. The topic for investigation will be chosen by the student in consultation with the faculty of the Department of Geological, Environmental, and Marine Sciences. The student must initiate consideration of a proposal to the Department. The proposal must contain a discussion of the proposed project and a timetable to be followed in the study. A departmental committee consisting of a major and minor advisor will evaluate the written paper submitted at the conclusion of the study or other approved venue. An oral

presentation before the department at the conclusion of the semester in which the study is completed is required. Proposals must be submitted in final form no later than the end of the ninth week of the semester prior to the semester in which the study is undertaken. Prerequisites: senior standing in the geosciences major and permission of instructor.

### **GEO-490 Independent Research and Study**

1–4 credits

Immerses the student in field or laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

### **GEO-491 Internship in Geosciences**

1–4 credits

A supervised work experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placements may be in private, public, non-profit, or governmental organizations. These can include consulting firms, regulatory agencies, advocacy groups, and educational or research institutions. Normally, 50 hours of internship per credit is required. A mutually agreed upon method of evaluation will be formalized prior to the approval of the internship by the sponsoring faculty and could include a term paper or project report and a poster presentation. Prerequisite: 2.5 GPA and permission of instructor.

## **GERMAN (GER)**

### **GER-100 German I**

3 credits

An introduction to German stressing the spoken language and the fundamentals of grammar. Students are required to work extensively with audio CDs. Prerequisite: placement test if German has been studied elsewhere.

### **GER-101 German II**

3 credits

A continuation of German 100. Communication skills are broadened, fundamental grammar is studied, and a useful basic vocabulary is acquired. Students are required to work extensively with audio CDs. Prerequisite: GER-100 or placement test.

### **GER-200 German III**

3 credits

Intensive review of German grammar and syntax with a systematic approach to oral expression and composition. Readings on contemporary German life and selections from modern literature. Prerequisite: GER-101 or placement test.

### **GER-201 German IV**

3 credits

Continuation of grammar review and readings. Special emphasis on oral expression and composition of increasing sophistication, proceeding from concrete observations to theoretical and abstract discussion. Prerequisite: GER-200 or placement test.

### **GER-300 Composition and Conversation**

3 credits

Practice in German communication skills through developing oral and written expression, comprehension and vocabulary. Prerequisite: GER-201, placement test at 300-level or above, or GER-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **GER-301 German for Business**

3 credits

Basic fundamentals for applying the German language to business operations and correspondence. Emphasizes German business terminology as contained in business-related journal articles, letters, and documents. Prerequisite: GER-201, placement test at 300-level or above, or GER-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **GER-305 Introduction to German Literature**

3 credits

An introduction to works selected from the most important periods of German literature from the Hildebrandslied to the pre-classical period. Primary focus on close reading of complete works by Lessing and Goethe. Required for majors. Prerequisite: GER-201, placement test at 300-level or above, or GER-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **GER-307**

### **German Literature and Film**

3 credits

Focus on major works of 19th-and 20th-century German literature and their film adaptations. Readings include works by Büchner, Kafka, Mann, Brecht, Böll and Dürrenmatt. Films by Herzog, Welles, Visconti, Schlöndorff, and others. Prerequisite: GER-201, placement test at 300-level or above, or GER-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **GER-310 German Culture**

3 credits

Introduction to the contemporary cultures of Germany, Austria and Switzerland. Selected readings from contemporary German fiction, newspapers and monthly magazines (all in English), films, and music. No knowledge of German required.

### **GER-425 Self/Society in Short Fiction**

3 credits

Reading and discussion of short prose works of Hauptmann, Schnitzler, Kafka, Grass, Frisch, and others. Prerequisite: GER-201, placement test at 300-level or above, or GER-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **GER-430 Modern German Drama**

3 credits

Selected plays by major German, Austrian and Swiss playwrights of the 20th century are studied within a cultural and historical context. Prerequisite: GER-201, placement test at 300-level or above, or GER-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **GER-490 Independent Research and Study**

1–4 credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may

be counted toward graduation. Note that individual departments may have additional restrictions.

### **GER-491**

#### **Internship in Foreign Languages**

**1-4 credits**

A supervised work experience in an approved organization to gain knowledge of the importance and interrelationship of foreign languages and cultures in the workplace. Placements can be made in international governmental agencies, international trade associations, multinational corporations, social service agencies, and other appropriate workplace environments both in the United States and abroad. With permission of the supervisor and faculty advisor, a three-credit internship may be substituted for a collateral requirement as credit toward the major. Prerequisite: students should have completed at least one 300-level course in the foreign language.

### **GER-496**

#### **Special Studies**

**3 credits**

A seminar emphasizing a particular literary genre or the work of one author. Possible topics might be: Goethe's Faust, lyric poetry, the novella, romanticism, women writers, or other authors, periods, or genres in German literature. Prerequisite: GER-201, placement test at 300-level or above, or GER-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

## **GLOBAL STUDIES (GLS)**

### **GLS-113**

#### **Environmental Geology**

**3 credits**

Examines the premise that "our society exists by geologic consent subject to change without notice" by studying a number of important geologic processes and the hazards and/or resources they present to individuals, society, and the natural environment. Topics discussed include earthquakes, volcanism, stream flooding, coastal erosion, climate change, and water, soil, mineral, and energy resources. Cost/benefit considerations, hazard mitigation concepts, economic and political ramifications, and the interactions between the lithosphere, hydrosphere, atmosphere, and biosphere also are presented. The course is designed to give non-science majors a deeper appreciation of their connection to the surrounding geologic environment, leading to better, more informed business,

political, and personal decisions. Three hours of lecture per week. Note: This course is cross-listed as GEO-113. Students may not get credit for both GLS- 113 and GEO-113.

### **GLS-180**

#### **Understanding Global Relations**

**3 credits**

Offers an introduction to Global and Multi-national Studies by exposing the student to basic concepts necessary to understand the dynamics underlying the emerging worldwide society of diverse nations. The student will become acquainted with the mechanisms by which contacts are built across nations, and the factors that shape the conception of and relations with "the other."

### **GLS-200**

#### **Social Construction Global Society**

**3 credits**

This course discusses the emergence of an "imagined global community" in the final years of the 20th century, and the beginning of the 21st. The course will examine the forces that contribute to these changes, including the global dissemination of values, the changes in communication technologies, the globalization of the economy, and the spread of international non-governmental institutions and lobbying forces.

### **GLS-201**

#### **Politics of the Global Economy**

**3 credits**

An examination of global political-economic institutions and governmental policies in a period of global structural change and economic crisis. Emphasis will be placed upon the attempts by advanced and newly industrializing governments to attract and to regulate transnational industrial and financial enterprise.

### **GLS-203**

#### **Principles of Macroeconomics**

**3 credits**

A collective view of income receiving and spending sectors of the national economy, including households, businesses, and governments. Issues discussed: What determines the level of output, income, and employment achieved by the economy? What determines the growth of national output and employment? National income accounting, income and employment theory, monetary system, general price level, business cycle, government policies designed to provide for full employment, price stability, and economic growth are also covered. Prerequisites: Place into MSD-105 based on SAT or ACT Score, OR place into MSD-105/MTH-102

by passing College Placement, OR passing MTH-100S with a grade of 'Y', OR passing MSD-104, OR having transferred in any college level MSD or MTH class.

### **GLS-204**

#### **Principles of Microeconomics**

**3 credits**

Market price systems are analyzed. The nature and characteristics of consumer and producer behavior, the theory of pricing in competitive and noncompetitive markets, and determination of the distribution of output are evaluated. Welfare, social control, monopoly, and income inequality are explored in the light of price theory. The role of the United States in the world economy is explored. Prerequisites: Place into MSD-105 based on SAT or ACT Score, OR place into MSD-105/MTH-102 by passing College Placement, OR passing MTH-100S with a grade of 'Y', OR passing MSD-104, OR having transferred in any college level MSD or MTH class.

### **GLS-205**

#### **Introduction to Geographic Information Systems**

**3 credits**

This course introduces the computer-based concepts and skills of Geographic Information Systems (GIS). It covers the basic GIS concepts, such as map characteristics and projections, spatial data models and analysis, and relational databases. It explores data sources, data quality, and metadata, as well as implementation and management of specific GIS projects. Hands-on experience with ArcGIS software is provided through a series of student exercises completed throughout the semester. Students will also be taught how to process both vector and raster data using ArcGIS 9 software. The course is relevant for students from numerous disciplines in the natural sciences, social sciences, and business, which require the analysis and graphical representation of spatial data. Three hours of lecture per week. Note: This course is cross-listed as ENV-205. Students may not credit for both GLS-205 and ENV-205.

### **GLS-210**

#### **Public Opinion**

**3 credits**

Public opinion as a social force and as expression of public sentiment on political and social issues. Topics include: development and dissemination of opinions, the measurement of public opinion, public opinion and governmental processes, and the reciprocal relationship between mass media and public

opinion. Note: This course is cross-listed as POL-210. Students may not get credit for both GLS-210 and POL-210.

### **GLS-215 Global Politics**

**3 credits**

The struggle for power, wealth, and order at the global level involving nation-states, intergovernmental organizations (such as the United Nations, the European Union, etc.), non-governmental organizations, transnational enterprises and other non-state entities, using military, economic, diplomatic, legal, and communication instruments. Overview of global problems such as the proliferation of weapons of destruction, ethnic and religious conflicts, human rights, and the global environment at the threshold of the 21st century. Real-time use of the Internet is an integral aspect of this course in terms of readings and assignments. (This course is a prerequisite for POL-295 Special Projects in Political Science: Model United Nations.) This course is cross-listed as POL-215. Students may not get credit for both GLS-215 and POL-215.

### **GLS-216 Comparative Political Systems**

**3 credits**

A general introduction to types of government and political regimes of the world as they try to cope with the dual challenge of ethnic micropolitics and transnational globalization. Major prototypes of democracy: the British parliamentary system, the American separation of powers system, and various combinations of these two. Traditional autocracy, totalitarian dictatorships, and late 20th-century authoritarian regimes. Students are expected to acquire in-depth knowledge of comparative political systems, and to develop a basic understanding and appreciation of the major concepts and themes in comparative political systems studies.

### **GLS-219 Terrorism, Revolutions and Political Violence**

**3 credits**

"Revolutions are the mad inspiration of history." Trotsky's characterization calls attention to three important dimensions of violent political participation: the historical settings, ideology, and emotional fervor of the practitioners. The course focuses on these dimensions by analyzing revolutionary and terrorist movements in the 20th century. Special attention is given to the use of violence in the post-Cold War new world disorder. Note: This course is cross-listed as HLS-219

and POL-219. Students may only get credit for one course: GLS-219, HLS-219, or POL-219.

### **GLS-225 Nationalism in World Politics**

**3 credits**

Nations and nationalism. An overview of nationalistic manifestations in the world today. Nations, states, nation-states. Multinational states, stateless nations. Imperialism, anti-imperialism; nativism vs. internationalism and globalism. Topics include nationalisms in the Holy Land; in the former Yugoslavia; in the former Soviet Union and its successor states; and economic Nationalism vs. Globalization. Note: This course is cross-listed as POL-225. Students may not get credit for both GLS-225 and POL-225.

### **GLS-252 Intercultural Communication**

**3 credits**

Develops intercultural communication competence through an awareness and understanding of diverse cultures and their impact on communication. This course will be different from the international communication course, which focuses on communication between nations. This course will focus on the more personal aspects of communication—what happens when people from different cultures interact face-to-face. It will introduce students to those general factors that influence communication with people from diverse cultures both internationally and within the United States, and offer a blend of skill development, communication theory, and hands-on application. Note: This course is cross-listed as COM-252. Students may not get credit for both GLS-252 and COM-252.

### **GLS-285 The Student Global Village®**

**3 credits**

This course involves deliberative discussions carried out internationally among college students using videoconferencing technology. The project involves a series of 12 weekly videoconferences between students at Rider University and students at the American University of Cairo, or another international university. Students will be provided with materials to supplement their knowledge of the other country, and to allow them to discuss chosen themes in depth. The students will be required to write papers that describe their attitudes and impressions of the other country at the beginning and the end of the project, and to summarize what they have learned based upon the conferences and read-

ings. Short papers will be required each week to prepare the students for the videoconference theme of the week.

### **GLS-295 Emerging Issues in Global Studies**

**3 credits**

The process of globalization defines a condition of rapid political, social, and economic change. As such, subjects for study become relevant at an alarming speed in the current international environment. This course will give students the opportunity to study a current critical issue or subject, chosen according to its relevance or the special expertise of a visiting or current professor. Topics may include political, economic, or social crises that exist currently, how to deal with specific global problems such as global warming, humanitarian crises, or wars, but may also concentrate on the background of relevant areas such as Iraq or the European Union.

### **GLS-306 Political Film**

**3 credits**

This course analyzes the structure, history, and impact of the genre of political film. It begins with a discussion of how one distinguishes a political film from other forms of cinema. It then proposes insights into the manner in which these films evoke a particular time and place in politics, affect the viewer's interpretation of a political event or figure, and have an effect upon a viewer's political perceptions or behavior. The student will also learn to review films critically, both as political statements and as effective (or ineffective) conveyors of political messages. Note: This course is cross-listed as POL-306. Students may not get credit for both GLS-306 and POL-306.

### **GLS-307 Political Communication**

**3 credits**

The meaning and uses of political communication are examined, the manner and forms such communication takes, and the history of political discourse. Major topics include the role of communication in elections and the development of public policy, how political communication strategies have changed with the rise of mass media, and the development of national and international publics for discourse. Note: This course is cross-listed as POL-307. Students may not get credit for both GLS-307 and POL-307.

**GLS-308  
World Music**

3 credits

The student is introduced to selected world cultures by listening to and analyzing specific music that is indigenous to each culture. The position and importance of the music within each society will be the main focus of the investigation. Comparing this music to the music of our American culture will provide a basis for judging and interacting with unfamiliar world cultures. Note: This course is cross-listed as MUS-308. Students may not get credit for both GLS-309 and MUS-308.

**GLS-309  
World Music**

3 credits

The student is introduced to selected world cultures by listening to and analyzing specific music that is indigenous to each culture. The position and importance of the music within each society will be the main focus of the investigation. Comparing this music to the music of our American culture will provide a basis for judging and interacting with unfamiliar world cultures. Note: This course is cross-listed as MUS-308. Students may not get credit for both GLS-309 and MUS-308.

**GLS-310  
Ethnographic Film**

3 credits

Explores the manner in which different civilizations are depicted through the medium of documentary film. Discusses the manner in which film may contribute to ethnographic understanding of a given people, and the limitations of the genre that may misrepresent the subject matter. Special attention is given to the role of the filmmaker and his/her position as participant, observer, and recorder of the events shown on the film. The films will be analyzed in terms of how they reflect, and potentially affect, a civilization's international image and global standing. These factors will then be considered in terms of their effects upon the place and actions of the civilization in global politics.

**GLS-315  
Global Issues**

3 credits

Military, economic, demographic, and environmental threats to global security in the post-Cold War era. Forces of transnational integration vs. forces of intrastate fragmentation. Inadequacy of international law and organization to deal with these problems within the confines of the sovereign nation-state

system. Note: This course is cross-listed as POL-315. Students may not get credit for both GLS-315 and POL-315.

**GLS-320  
Politics of the Middle East**

3 credits

The course emphasizes the relationships between social and political structures, the role of religion, and the problems of modernization in the Middle East. Similarities and contrasts will be drawn between the Arab and non-Arab countries of the Middle East. The political systems of Egypt, Syria, Israel and Saudi Arabia are examined in terms of political culture, structure, and political processes.

**GLS-325  
Global Perspectives on Health and Illness**

3 credits

Explores the different international perspectives on health and illness. Themes include how men, women, and children in respective civilizations are treated and viewed within their communities or nations, as they become ill. Particular attention is given to the contrast between various types of traditional healing and Western medical practices, and their interactions. Discussions will also compare the usefulness of national versus international health agencies in dealing with global health problems.

**GLS-328  
Environmental Politics**

3 credits

Environmental Politics examines how policymakers deal with the political challenges of unsustainable resource consumption, which is a primary determinant of environmental problems such as climate change, adverse health effects, and biodiversity loss. The course introduces students to environmental politics and policies at the local, state, national, and international levels. The course is designed to provide students with a framework for understanding how varied interests compete within political institutions in order to transform contending ideas into public policy. With that in mind, students will not only become more informed consumers of political information, but will also become more effective at analyzing and advocating for policies as it relates to the environment.

**GLS-329  
Comparative Environmental Policy**

3 credits

Analyzes cross-national approaches in developing, implementing, and evaluating policy responses to environmental problems. The

course analyzes the political factors, actors, and tools that help and explain why some societies have been more likely to develop effective responses to environmental threats. Note: This course is cross-listed as POL-329. Students may not get credit for both GLS-340 and POL-329.

**GLS-340  
Modern Democracy and Its Critics**

3 credits

The course examines the fundamental assumptions underlying modern democratic theories and the main theoretical attacks launched against them. Among the contending theories to be discussed are right and left-wing anarchism, the old and the new left, fascism, intellectual elitism, and techno-conservatism. Note: This course is cross-listed as POL-340. Students may not get credit for both GLS-340 and POL-340.

**GLS-342  
Freedom and Authority**

3 credits

Concepts of freedom and authority in 19th and 20th-century political theory. Emphasis on such important thinkers as Nietzsche, Freud, Sartre, Camus, and Marcuse. This course is cross-listed as POL-342. Students may not get credit for both GLS-342 and POL-342.

**GLS-352  
Chinese and American Intercultural Communication**

3 credits

Instructs students about Chinese culture and communication. Culture impacts communication practices and styles in significant and subtle ways. Through readings, lectures, discussions, and first-hand interactions with Chinese international students, the students of this course will gain both conceptual and practical understanding of major communication differences between the two cultures, and become a more skilled intercultural communicator. Note: This course is cross-listed as COM-352. Students may not get credit for both GLS-352 and COM-352.

**GLS-365  
Third World Politics**

3 credits

Studies the major political issues of the Third World. Particular reference to political systems of Africa, Asia, Latin America, and the Middle East according to the relevance of the examples to large conceptual issues, and according to the major interests of the instructor. Typical issues include neocolonial dependency, the role of the state in newly de-

veloped countries, military rule and democratization. Note: This course is cross-listed as POL-365. Students may not get credit for both GLS-365 and POL-365.

### **GLS-366 Communist System: Politics and Policy**

**3 credits**

The course aims to provide students with an understanding of the origin, development, and history of communism, as well as the current political systems and practices of communist regimes in the world. Students are expected to acquire in-depth knowledge about the origin and development of communism, the influence of communism in world politics, and political systems and policies of contemporary communism regimes. Topics examined include Communist Manifesto, communism in the USSR, communism in China, McCarthyism in the U.S., Cold War, collapse of the USSR, fall of Berlin Wall, and communism in contemporary Cuba and Korea.

### **GLS-367 Politics of Exile, Asylum and Diaspora**

**3 credits**

This course analyzes mass migrations and refugee movements and what they mean for the stability of nations, the increasing potential of severe culture clashes within societies, and the root causes of (forced) migration movements, such as problems of violence, terror and genocide, as recently seen in Darfur, Rwanda and Bosnia. In certain European countries the frequently failed integration and assimilation policies resulted in an Islamic alienation; terrorist attacks and race riots are some of the consequences. Particular attention will be given to the conflict between the refugees' and migrants' needs that result from violent, socio-economic or ecological catastrophes in the countries of origin and the various forms of reception within the host countries. Students will explore theoretical, political, legal, and socio-economic dimensions of the refugee and immigration phenomena in a global world. Other themes will include international human rights and refugee laws, theories of immigration, for example, the feminization of migration, as well as problems of acculturation, assimilation and integration in different host societies. Note: This course is cross-listed as POL-367. Students may not get credit for both GLS-367 and POL-367.

### **GLS-368 International Organizations**

**3 credits**

This course introduces students to the study of international organizations. The course examines mostly formal and governmental institutions as well as informal institutions or regimes. Topics to be covered include and are not limited to: the establishment of international organizations, evolution of international organizations, structure of international organizations, decision-making of international organizations and influence of international organizations. This course employs both theoretical and practical approaches in its examination on international organizations. Note: This course is cross-listed as POL-368. Students may not get credit for both GLS-368 and POL-368.

### **GLS-371 The Arab-Israeli Conflict**

**3 credits**

The course will begin by introducing the main players: the neo-patrimonial Arab regimes on the one hand, and the democratic, economically modern Jewish sector in Palestine on the other. The analysis will focus on the impact of the social, economic, political and religious differences between the sides on their conception of the conflict among the participants and powers outside the region. The course will concurrently examine the impacts of the dynamics of the conflict itself, relations within Islam on the one hand and between Islam and the West on the other. The latter part of the course will consider the sources of perceptual shift that led simultaneously to the narrowing of the conflict with the withdrawal of some of its participants (most Arab states) and its widening with the addition of Al Qaeda and Iran (via Hezbollah).

### **GLS-393 International Communication**

**3 credits**

Examines mass media systems and their influence on international communication. Emphasizes media systems of major political powers such as Russia, China, the European community, the United States, and geo-political centers such as Africa, Asia, the Middle East, and Latin America. Using a seminar format, the course explores how a nation's mass media reflect its socio-political environment and national values. Focuses on the international images constructed by the mass media. Note: This course is cross-listed as COM-393. Students may not get credit for both GLS-393 and COM-393.

### **GLS-447 Global Literature**

**3 credits**

An in-depth study of the recent literature in English of one or more writers whose cultural identification is with one of the former colonies of the British Empire, as it was defined at the beginning of the 20th century. Literature in the English language, written by authors of African, Caribbean, Pacific Island, East Asian, or South Asian cultures may be included.

### **GLS-491 Internship in Global Studies**

**1-4 credits**

Students work under supervision, either in the United States or abroad, in an environment which provides experiential learning in institutions that operate in a global environment, including those in government, business, and international non-governmental organizations (INGOs). Domestic internships might also include work in agencies that deal with global problems such as an international environmental group or a refugee resettlement center. A minimum of 52 hours of field work per credit is required, with regular reports and a concluding critique analyzing the experience. No more than six credits allowed toward graduation.

## **GLOBAL SUPPLY CHAIN MANAGEMENT (GSC)**

### **GSC-115 Introduction to Global Supply Chain Management**

**3 credits**

This course introduces students to components of global supply chains and issues of managing the global supply chain. It is designed as a survey course to give first or second year business students a general view of supply chain management at both domestic and international levels, as well as familiarize them with basic concepts and major challenges of supply chain management. Delivery of course material will include lectures and guest speakers from industry, and in-class logistics mini cases.

### **GSC-235 Supply Chain Management: External Focus**

**3 credits**

This course is a detailed discussion of some of the major issues and components of supply chain management that are mainly external to an organization. In other words, it provides an "outward looking" perspective of supply

chain management. Topics to be covered include sourcing, procurement, transportation, customer logistics, and distribution. The linkages to internal issues and components of supply chain will be made. Prerequisite: GSC-115.

### **GSC-345 Customer Focus**

3 credits

Marketing and supply chain management programs are concerned with the creation and delivery of value to customers and organizations. No longer simply the domain of the warehouse manager or logistics director, supply chain management is viewed by most companies as a mission critical element. Marketing focuses on developing an understanding of customers and markets, creating products and services based on that understanding, and communicating and delivering the value added. This course will teach the student the essential role of marketing in all aspects of successful supply chain management - relationship management, technological and financial management - and it will help the student understand the structure, functions, principles and methods employed in discovering and translating consumer needs and wants into product and service specifications, and then transferring these goods and services from producers to consumers or end users. Prerequisites: GSC-115 and MKT-200.

### **GSC-355 Supply Chain Management: Internal Focus**

3 credits

This course is a detailed discussion of some of the major issues and components of supply chain management that are mainly internal to an organization. In other words, it provides an "inward looking" perspective of supply chain management. Topics to be covered include: manufacturing, quality, product design, inventory, and warehousing. The linkages to external issues and components of supply chain will be made. Prerequisites: GSC-115 and MSD-340.

### **GSC-375 Advanced Seminar in Global Outsourcing**

3 credits

The course is aimed at generating a comprehensive understanding of the emergent domain of global business process outsourcing. Variously referred to as knowledge process outsourcing, IT-enabled services outsourcing, and business services outsourcing, the industry has seen enormous growth over the last

decade and continues to grow. India commands the single largest share of this market but South Africa, Eastern Europe, Philippines, Morocco and Egypt have all emerged as other contenders in this global sector. The course is divided into four modules: the political economy of global outsourcing, process modeling, outsourcing management, and industry analysis. Prerequisites: junior standing. Please note: Students will not receive credit for both CIS-375 and GSC-375

### **GSC-385 Information Systems for Global Supply Chain Management**

3 credits

As we head deeper into the digital age, ubiquitous information access, integration, and sharing become the norm at both the intra and inter-organizational levels. Knowledge has become the most valuable asset. The effective creation, management, and utilization of knowledge facilitate success. The purpose of this junior level management information systems course is to prepare students for today's dynamic business environment by increasing their understanding of IT-enabled global information processing and management. Additionally, this course has a specific emphasis on the impact and effective utilization of information systems for the global supply chain. GSC-385 can fulfill the CIS-385 requirement for nonglobal supply chain majors. Prerequisites: Junior standing and GSCM majors only or permission of instructor. Please note: Students will not receive credit for both GSC-385 and CIS-385.

### **GSC-399 Global Supply Chain Management Co-op Experience**

6 credits

The co-op program provides students with an opportunity to work full-time in an organization and apply what they have learned in their global supply chain and other business classes. It also enhances students' employment opportunities since many employers use a co-op program as a first-step before they hire full-time employees. Eligible students include junior and senior global supply chain management majors with a minimum GPA of 3.0. The six credits are intended to be used as business electives, but it is also possible for them to be used as a combination of business and free electives. Prerequisite: GSC-115 plus one additional course within the global supply chain management major, and permission of instructor.

### **GSC-445**

#### **Supply Chain Strategy and Design**

3 credits

This course introduces the student to the concepts and techniques necessary to design and operate global supply chains. It covers some of the strategic issues of managing a global supply chain and emphasizes the importance of understanding the organization, its value chain, industry, competitors, suppliers, and customers in a global framework. The course covers various strategies as well as different supply chain design models and approaches for efficient and effective supply chain operation. Prerequisites: GSC-235 and GSC-355.

### **GSC-490**

#### **Independent Research and Study**

3 credits

Topics to be approved by instructor, program director, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation. Prerequisites: GSC-115 and permission of instructor.

### **GSC-491**

#### **Global Supply Chain Management Internship**

3 credits

The Global Supply Chain Management (GSCM) Program formally sponsors an internship in global supply chain management. The intention of the course is to supplement theoretical foundations and other material introduced in the classroom with an opportunity to work in a sponsoring organization. Through the internship experience, the student will get a chance to see how supply chains are managed and will get a chance to apply supply chain concepts for themselves. If used in place of the co-op, internship credits will count toward GSCM major requirements, but can also be used as a business or free elective. Prerequisites: GSC-115 plus one additional course within the GSCM major, and permission of instructor.

## **HEALTHCARE ADMINISTRATION (HTH)**

### **HTH-205**

#### **Introduction to Health Care**

3 credits

This course is an introduction to the components of the health care industry in the United States and to the interactions of these components in producing and supplying health care. We examine the nature of health, and the various institutions and personnel which seek to provide health services; we explore the means by which we pay for these services;

we assess the relationship of technology to provision of health care services; we study the various ways that our government interacts with the providers of health care services; we investigate the ethical implications of issues in health care; and we explore health care sectors from an international perspective.

### **HTH-215 Population Healthcare Management**

**3 credits**

In this course, we study how disease is distributed in populations and of the factors that influence or determine this distribution. This course introduces the basic methods and tools epidemiologists use to study the origin and control of non-communicable and communicable diseases so that policies and mechanisms to enhance the health of populations can be developed. Prerequisites: MSD-201 or MTH-120 or ENV-200 or PSY-201.

### **HTH-315 Healthcare Law, Ethics, and Policy**

**3 credits**

This course analyzes the role of the law in promoting the quality of health care, organizing the delivery of health care, assuring adequate access to health care, and protecting the rights of those who are provided care within the health care system. It will also examine the public policy, economic, and ethical issues raised by the health care system. This course is cross-listed as BUS-315. Students may not get credit for both BUS-315 and HTH-315.

### **HTH-336 Economics of Health Care System**

**3 credits**

This course presents ways in which economic analysis can be used to explain issues in the health care industry. Microeconomics tools will be used to describe the behavior of consumers, producers, and third parties of the health care sector. The course also investigates the role of government in regulating the health care sector, and in providing services to the poor and elderly. Finally, we will use this foundation to examine some recent changes in this industry, and to analyze the most recent proposals for further changes. Note: This course is cross-listed as ECO-336. Students may not get credit for both ECO-336 and HTH-336.

### **HTH-450 Seminar in Health Research**

**3 credits**

Students in the course learn to conduct health administration-related research by engaging in an actual community-based re-

search project. At the beginning of the semester, students are assigned to a health-related community-based organization. As a team, students meet with the client, devise a plan of action, collect and analyze data and other information, and write a report to the client. At the end of the semester, students present their findings to the client. Prerequisite: Permission of instructor. Note: This course is cross-listed as ECO-450. Students may not get credit for both ECO-450 and HTH-450.

### **HTH-490 Independent Study in Health Administration**

**3 credits**

An independent study in health administration allows a student to conduct an in-depth exploration of a topic in health administration under the supervision of a faculty member. The project helps develop a student's research and written skills. Prerequisite: JR or SR standing, Permission of Instructor.

### **HTH-491 Health Administration Internship**

**3 credits**

This course provides students minoring in health administration an opportunity to supplement and apply their classroom work in a supervised employment setting with participating firms in the health care sector. Requirements include: a log of daily activities, oral and written reports to the faculty supervisor and a term paper. In addition, the employer will also submit an evaluation of the student's performance.

Prerequisites: HTH-205; junior or senior standing; and permission of faculty supervisor.

## HISTORY (HIS)

### **HIS-160 First Year Seminar**

**3 credits**

This course introduces students to the discipline of history and to the skills needed for its pursuit. Students will learn to analyze and evaluate primary sources and to identify the thesis and argument of secondary sources, as well as to locate sources using library databases. They will complete a short research paper in which they put these skills into practice. The seminar is intended for History majors and minors and Social Studies majors in their freshman year. Transfer students with fewer than 45 credits should consult their advisor

on the suitability of the course for their program. Enrollment limited to 15; offered Fall and Spring semesters.

### **HIS-150 World History to 1500**

**3 credits**

A survey of people and their cultures, focusing on the two major historical traditions (Western and East Asian) from pre-history to the moment when they merged into a single strand, during the century 1550 to 1650. The varying political events, institutions, technologies, and cultures of the East and West are highlighted.

### **HIS-151 World History Since 1500**

**3 credits**

Major developments in world history from the 16th century on are considered, with an emphasis on the impact of ideas and influences from Asia and the New World upon European culture and society and the European impact upon Asia, Africa, and the Americas. Prerequisite: HIS-150.

### **HIS-180 U.S. History I**

**3 credits**

A survey of American history from the early 17th century through 1877. Among the topics covered will be settlement and regional differences, the American Revolution and the formation of a national government by 1787. The beginning stages of industrialization, the rise of democratic and reform politics, westward expansion, the debate over slavery and growing sectional tensions through the Civil War and Reconstruction will be major themes in the 19th century. Included will be discussions of African Americans, native Americans, and women.

### **HIS-182 U.S. History II**

**3 credits**

A survey of United States history from the end of the Civil War through the present. Included will be discussions of the maturing of an industrial economy, and expansion in the west and overseas. The role of the United States as a world power and the growth of presidential power will be shaped and sometimes challenged by movements designed to expand democratic institutions and human rights. Included will be discussions of African Americans, native Americans, and women.

**HIS-190****Europe To 1715**

3 credits

Examines the development of European civilization from late Roman times until 1715, stressing the Classical heritage, the main currents of European thought and letters, the Renaissance and Reformation, the Age of Discoveries, and the development of the Old Regime.

**HIS-191****Europe Since 1715**

3 credits

Examines major political, economic, social, and cultural developments in Europe and the West from 1715 to the present.

**HIS-200****Native American History**

3 credits

Traces the experiences of North American Indians from early colonial times to the present day, demonstrating how Indian life has varied and changed throughout our nation's history. Topics include strategies of resistance and accommodation to colonial powers, 19th-century impacts of U.S. government removal and cultural assimilation policies, and 20th-century cultural and political developments among the nation's surviving tribes. Rather than "vanishing," American Indians are a vital and expanding force in modern America.

**HIS-201****African-American History**

3 credits

Examines the actions and thought of peoples of African ancestry in the United States. Briefly considers Africa before the Atlantic slave trade, then concentrates on major themes in African-American history--the slave trade, slavery, and the genesis of African American society, emancipation and its consequences, urbanization and industrialization, Black Nationalism, the Civil Rights Movement, and African Americans today. Emphasizes African Americans' dynamic and creative role both in shaping their society and establishing their place in United States society. The on-going struggle for freedom and equality provides thematic continuity for analyzing nearly 400 years of African-American history.

**HIS-224****American Environmental History**

3 credits

Surveys the history of the North American environment from pre-Columbian times through the 20th century. Topics include Native American uses of the environment;

the reshaping of ecosystems under European colonization; U.S. frontier expansion; the ecological impact of industrialization and urbanization; and the rise of the environmental movement.

**HIS-225****A History of American Business**

3 credits

Examines the history of business in the United States from the Colonial Era to the present. Emphasizes such themes as the changing capitalist system, the function of business institutions, the roles of the entrepreneur, the relationship between government and business, and the emergence of the corporation.

**HIS-226****The History ff New Jersey**

3 credits

Explores the history of New Jersey from the colonial period to the present including the role of New Jersey in the American Revolution, the establishment of the Constitution, and the course of industrialization. Examines the impact of national and international developments on New Jersey and emphasizes the distinctive characteristics of the Garden State.

**HIS-227****U.S. Cultural History I**

3 credits

Examines cultural developments in the United States through the Civil War. Topics include popular culture, the history of the body, reading and print culture, public celebrations and holidays, religion, race and ethnicity, and material culture. Some of the larger trends explored include the creation of American nationalism, the development of a consumer society, and the rise and decline of 19th-century family life and culture.

**HIS-240****History of Ancient Greece**

3 credits

Surveys the intellectual and cultural life of ancient Greek civilization against the background of its political, economic, and social history.

**HIS-241****History of Ancient Rome**

3 credits

Studies the history and culture of Rome, emphasizing such topics as Roman law, government, literature, religion, art, and philosophy.

**HIS-243****Italy Middle Ages to Present**

3–4 credits

Traces the history of Italy from the Middle Ages to the present, stressing the connection between culture, religion, politics, and wealth in successive historical periods. Students participating in the two-week travel component at the end of the course may receive four credits.

**HIS-245****Britain To 1688**

3 credits

British history from pre-Roman times to the Glorious Revolution is examined, emphasizing the growth of royal government, parliament, and the origins of the British colonial empire.

**HIS-246****Modern Britain**

3 credits

Examines British history from the Glorious Revolution to the present, stressing the reform movements of the 18th and 19th centuries, the Pax Britannica, the Industrial Revolution, imperialism, and the impact of the two world wars.

**HIS-248****History of Ireland**

3 credits

Beginning with an overview of the Irish past, focuses upon the past century of the island's history--the problems, challenges, and accommodations that led to the present situation as one of the most protracted unresolved partitions in the modern nation-state system.

**HIS-249****Women in Europe from Antiquity to the French Revolution**

3 credits

Traces the history of women in Europe from Rome to the French Revolution, covering the religious, social, political, and economic context in which women participated. Also offers a brief overview of theories and issues in women's history and gender history.

**HIS-255****History Abroad**

3 credits

Two-week travel course to a destination chosen by the professor. Exposes students to historic and cultural sites and works of art that have been studied in class. Students must attend orientation sessions, read assigned writings, complete a travel journal, write a final paper on a topic relevant to the course, and

attend all scheduled course activities abroad. Travel will take place in January or at the end of the spring semester.

### **HIS-260 The Craft of History**

3 credits

This seminar focuses on historiography and research skills to further students' progress toward the major capstone experience of conducting independent historical research. Students will explore how historians approach, interpret, and write about a particular topic selected by the instructor, and discover how and why interpretations and methods have changed over time. Topics will vary by instructor. Course may be taken a second time on a different topic for 200-level credit. The course is required for History majors who are Sophomores or Juniors. Enrollment limited to 15; offered Fall and Spring semesters.

### **HIS-273 Imperial Russia**

3 credits

Discusses the political, economic, social and cultural developments in Russia and its borderlands during the Imperial period, that is to say the 18th and 19th centuries from Peter the Great to the Revolutions of 1917.

### **HIS-274 Modern Russia**

3 credits

Covers the background to the Russian revolutions of 1917, the revolutions themselves, and the evolution and dissolution of the Soviet regime. Cultural, social and economic aspects of this period receive as much attention as political aspects

### **HIS-280 Vietnam in Peace and War**

3 credits

Examines the history of modern Vietnam, with a focus on the struggle for independence from the late 18th century to the present. Discusses the traditional culture, French colonialism and the development of Vietnamese nationalism, the Japanese occupation in WWII, and the struggle against France and the U.S. in the First and Second Indochinese Wars, as well as the postwar period. Explores the American experience in Vietnam and the impact of the war in the United States.

### **HIS-281 Modern Middle East**

3 credits

Examines political, economic, social, and cultural developments in the Near East, from the rise of the Ottoman Empire to the pres-

ent, stressing the impact of contacts with the West in the 19th and 20th centuries, and the emergence of the contemporary Arab World, Israel, Turkey, and Iran.

### **HIS-282 Colonial Latin America**

3 credits

Examines the pre-Columbian and colonial periods of Latin-American history. Discusses the Indian, African, and European peoples and pays particular attention to the colonial Spanish and Portuguese societies from their establishment up to the revolutions that brought about political independence.

### **HIS-283 Modern Latin America**

3 credits

Considers the post-independence history of Latin America, emphasizing the rise of export economies and external economic domination, modernization, and pan-Americanism. Examines the changes undergone by Latin-American nations in the 20th century through an analysis of Mexico, Argentina, Chile, Brazil, Peru, Cuba, and Central America.

### **HIS-284 Caribbean History**

3 credits

Analyzes the history of the West Indian islands and the lands bordering the Caribbean Sea from pre-Columbian times to the present.

### **HIS-286 Modern East Asia**

3 credits

Examines the disintegration of the Ch'ing dynasty in China and the Tokugawa Shogunate in Japan under internal stresses and foreign incursions, and the varied experience of those states in coming to terms with the challenges of modernization and westernization. Covers political, economic, social, and cultural factors in China, Japan, and East Asia.

### **HIS-288 African History**

3 credits

Traces the history of Africa, analyzing the unique problems of African historical evidence and the complexity of the continent's past. Examines the genesis of African culture, early African societies, and the character of African civilizations and empires, then considers external influences such as religion (especially Islam and Christianity), contacts with Europe, the slave trade, the colonial scramble for Africa, colonial rule, modern-

ization and dependency, and concludes by assessing the rise of independent Africa after World War II, its present status and future prospects.

### **HIS-289 History of Modern Japan**

3 credits

Examines the history of modern Japan from the age of the samurai in the Tokugawa Shogunate to today's high-tech mass consumer society. It traces the interaction of elements of Japan's traditional culture with impacts from the outside to create a uniquely-Japanese modernity. It stresses social, economic, and cultural trends, as well as political history, and includes an examination of modern Japanese culture through fiction and film.

### **HIS-298 Special Topics in History**

3 credits

Exploration of special topics, themes or methodologies in history. This course may be repeated for credit on different topics. Prerequisite: permission of instructor.

### **HIS-300 Economic History of the U.S.**

3 credits

Studies the main currents in the economic growth of America from colonial times to the present. Stresses the process of economic development from an agrarian to an industrial society, and examines the challenges and dislocations resulting from economic change.

### **HIS-301 Constitutional History of the U.S.**

3 credits

Surveys the English, Colonial, and Confederation backgrounds of American law and constitutionalism; the framing, adoption, and implementation of the Federal Constitution and its later development; the role of law in the nation's history; the changing interpretations of federalism; the growth of judicial review; and the increasing role of the Supreme Court.

### **HIS-302 The American Worker: A Social History**

3 credits

Investigates the American workers' varied social, cultural, religious, and ethnic environment from post-Civil War to the present. Emphasizes worker response to industrialization, urbanization, the technical revolution, and automation.

**HIS-303****American Urban History**

3 credits

Traces the growth of urbanism in America from colonial times to the present. Focuses on the interaction between the city dweller and the urban environment and explores the problems confronting urban America today.

**HIS-304****Civil War and Reconstruction**

3 credits

Considers the Civil War as a watershed in the development of the American republic. Analyzes antebellum sectional conflict, the war years, and the era of Reconstruction.

**HIS-306****U.S. Cultural History II**

3 credits

Examines cultural developments in the United States from the late 19th century to the present. Topics include popular culture, intellectual history, gender history, literary history, film, institutions like museums and department stores, subcultures and counter-cultures, popular commemorations like World's Fairs, and political culture. Some of the larger trends explored include the development of the modern culture of consumption, the urban landscape, and the polarization of cultural values.

**HIS-307****The Immigrant in American Life**

3 credits

Examines the experiences of immigrants in the United States, their assimilation, the reactions to them, and their contributions.

**HIS-309****Women in American History**

3 credits

Examines the roles, status, and influence of women from the colonial era to the present. Studies the origins and development of feminism, including legal, political, educational, economic, and sexual rights; and studies social feminism, including reform movements in such fields as abolition, prohibition, pacifism, child labor, and social welfare.

**HIS-318****The American Revolution**

3 credits

Examines the growing rift between the American colonies and the British Empire, the War for Independence, and the creation of a new American republic. Explores the political, economic, social and cultural history

of the Revolutionary era, and includes the experiences of various groups such as Native Americans, slaves, and women.

**HIS-320****The History of Christianity**

3 credits

Examines Christianity's role in world history from the life and times of Jesus to the present. Emphasizes the quest for the historical Jesus, the emergence of Christianity after his death and triumph during the later Roman Empire, and Christian relations with pagans, Jews, heretics, witches and Muslims. Traces the various branches of Christianity, its spread throughout the world, church-state relations and responses to secularism, capitalism and communism.

**HIS-325****Church and Society in Medieval Europe**

3 credits

Studies the role of the church in the shaping of early medieval society. Emphasizes the emergence of Christianity as a world force, its challenge from Islam, and the church's impact on the politics, thought, and economy of early medieval Europe.

**HIS-326****Renaissance and Reformation**

3 credits

Studies the Renaissance, including the development of humanism and art as well as the political and economic changes of the period. Discusses the Renaissance church and movements for religious reform, leading to a consideration of the origins, development, and consequences of the Reformation. Examines the influence of the Renaissance and Reformation on the development of capitalism and the dynamic, secular nation-state.

**HIS-332****Age of the French Revolution**

3 credits

This course aims to give a thorough introduction to the Revolution and its broader effects outside of France. We will look in detail both at the events and the leading personalities from the Old Regime through Napoleon's Regime. The course will explore the Revolution through its cultural, political, and social manifestations, and its international implications in Europe and the Caribbean.

**HIS-333****20th-Century Europe**

3 credits

Studies the background and course of the two world wars, the related peace settlements, and their results, and the domestic and international politics as a way of understanding the contemporary scene. Emphasizes nationalism, power politics, collective security, imperialism, fascism, and communism in their economic, social, and intellectual context.

**HIS-334****The Era of World War II**

3 credits

Investigates selected topics relating to the origins, events, and outcome of World War II, emphasizing the war's impact on 20th-century civilization. Traces the roots of the conflict back to the World War I peace settlements, and examines the rise of totalitarianism, pre-war aggression and appeasement, the immediate causes of the war's outbreak, the course of military actions, the diplomacy of the belligerents, the War's impact on civilian life, and factors that shaped the post-war world.

**HIS-335****Nazi Germany and Hitler's Europe**

3 credits

Examines the Nazi dictatorship in all its complex dimensions, from the early life of Adolf Hitler to total war and genocide. Students will explore how the Nazi movement arose in the context of modern German and European history, and how the Nazis were able to win the support of significant segments of the German population. We will study the Nazis' massive project of social and biological engineering – pronatalism, forced sterilization, extermination of “social and biological deviants,” and, ultimately, the genocide of the Jews. Through memoirs, state documents, and historical accounts, the class will examine life from the vantage point of perpetrators, accommodators, victims, and resisters.

**HIS-336****Modern European Intellectual History**

3 credits

Examines the 17th-century revolution in scientific, philosophical, and political thought; the Enlightenment; Romanticism; the ideologies of Conservatism, Liberalism, and Socialism; Positivism; Darwinism; the crisis of European thought (1880-1914); and the major intellectual trends of the 20th century.

**HIS-341**  
**China in Revolution**

3 credits

Treats the Chinese Revolution in terms of political, economic, and social transformation.

**HIS-342**  
**Women in East Asia**

3 credits

Treats the history of the relationship between women and society in traditional East Asia and the modern transformation of their relationship.

**HIS-343**  
**Ottoman Empire and the Balkans**

3 credits

Covers the history of the southeastern projection of Europe, known as the Balkan Peninsula, from the late Ottoman era to the present. After a consideration of geography and methodology, it will examine the Ottoman Empire at its peak, as well as the sources of its decline. Then, trace the history of six Balkan peoples - Albanians, Bulgarians, Greeks, Romanians, Croatians, and Serbians, all of whom have historical roots of equal or greater antiquity than those of most western Europe peoples. Special focus will be devoted to Balkan nationalisms, both in theory and practice. The modernization of the agriculturally based societies of the Balkans and their respective states' formations are major subjects of comparative analysis. The course will study ethnic conflict, inter-state relations, the role of the great powers in the region, and the impact of the World Wars. Several meetings will be spent learning and discussing literature and film. Lastly, contemporary developments in the Balkans, especially the Yugoslav crisis of the 1990s, will be considered.

**HIS-351**  
**Warfare in History**

3 credits

Studies the evolution of international and intergroup conflict through the ages; principles, theories, and kinds of war; the great military practitioners and thinkers of world history. Briefly touches upon the American experience as a recent segment in world military and cultural history.

**HIS-352**  
**History of Socialism**

3 credits

Considers the historical development of socialist ideas and their adaptations from ancient times to the present, including ancient and Judaeo-Christian antecedents, Utopian Socialism, Marxism, Anarchism, Commu-

nism, and Democratic Socialism, emphasizing the historical comparisons among these schools.

**HIS-353**  
**Oral History**

3 credits

A study of the theory and practice of oral history. Involves an examination of the methodology and functions of oral history, the nature and character of oral evidence, and the place of oral testimony within the historical discipline.

**HIS-398**  
**Advanced Special Topics in History**

3 credits

Advanced exploration of special topics, themes or methodologies in history. This course may be repeated for credit on different topics. Prerequisite: Permission of Instructor.

**HIS-460**  
**Research Seminar**

3 credits

Students produce a major research paper in this topical capstone seminar. Topics and themes vary by instructor. The seminar has a maximum enrollment of 15 students, so professors and students have an opportunity to work together closely over the course of a semester. Students may substitute with HIS-490: Independent Study. To be taken in the Senior year. Offered Fall and Spring semesters.

**HIS-490**  
**Independent Research and Study**

1-4 credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

**HIS-491**  
**Internship in History**

1-4 credits

Internships to be offered each semester with such institutions as the New Jersey State Archives and the David Library of the American Revolution.

Four credits may be taken for Category III History credit. Additional credits may be taken for Liberal Arts elective credit.

**HOMELAND SECURITY****HLS-100**  
**Introduction to American Politics**

3 credits

An examination of basic principles of the U.S. constitutional system; the operation of the democratic process; the organization, powers and procedures of Congress, the presidency and the federal judiciary; and the functions, services, and financing of the national government. Emphasis is on public issues, national priorities, and civil liberties. Note: This course is cross-listed as POL-100. Students may not get credit for both HLS-100 and POL-100.

**HLS-202**  
**The Political System: Theories and Themes**

3 credits

This course serves as a gateway to the sub-fields of comparative politics and international relations. The concept of the political system helps political scientists to organize political interrelations into patterns that allow systematic selection and interpretation of information and the study of processes and outcomes of politics in a variety of settings. The course introduces students to the main brands of normative theory prescribing the principles directing the operation of the political system, to some of the most important methods used to compare political systems and/or their components, and to the foremost approaches utilized in the study of the relations between political systems and their environments. Note: This course is cross-listed as POL-202. Students may not get credit for both HLS-202 and POL-202.

**HLS-203**  
**Homeland Security**

3 credits

The course is designed to help students increase their knowledge and understanding of homeland security policy. The course will consider why and how homeland security problems impact the public agenda, why some solutions are adopted and others rejected, and why some policies appear to succeed while others appear to fail. The course will primarily examine policy making at the national level in the United States, but will also analyze examples at the state and local level, as well as placing U.S. policy in a

comparative perspective. Note: This course is cross-listed as POL-203. Students may not get credit for both HLS-203 and POL-203.

### **HLS-204**

#### **The Development and Structure of U.S. Intelligence Agencies**

**3 credits**

The course will provide an historical review of intelligence during and following World War II. It will examine the major functions of intelligence, as well as intelligence as part of the foreign policy process: collection, analysis, counterintelligence, and covert action. Students will be introduced to a range of collection procedures: human, open source, electronic, human, photographic, and signal, with emphasis placed on interpreting and writing intelligence summaries. Intelligence—accurate, up-to-date information about unfolding world events—is crucial to U.S. national security. Note: This course is cross-listed as POL-204. Students may not get credit for both HLS-204 and POL-204.

### **HLS-219**

#### **Terrorism, Revolution and Political Violence**

**3 credits**

“Revolutions are the mad inspiration of history.” Trotsky’s characterization calls attention to three important dimensions of violent political participation: the historical settings, ideology, and emotional fervor of the practitioners. The course focuses on these dimensions by analyzing revolutionary and terrorist movements in the 20th century. Special attention is given to the use of violence in the post-Cold War new world disorder. Note: This course is cross-listed as GLS-219 and POL-219. Students may only get credit for one course: HLS-219, GLS-219, or POL-219.

### **HLS-220**

#### **Terrorism and Counter Terrorism**

**3 credits**

The course introduces students to the arguments about the definition of terrorism, the historical use of terrorism and the roles of ideology, religion, and psychological factors that help explain and predict it. The course seeks to identify the components of national security policy aimed at countering such elements and their cost, both in financial and civil right terms. Finally, to illuminate both the definition and the policies discussed, the course will offer brief comparisons with other states, especially Israel, the UK, and Russia.

### **HLS-300**

#### **U.S. Constitutional Law**

**3 credits**

The role of the Supreme Court in the American political system is assessed. Topics include the staffing and functioning of the Supreme Court and the federal judicial bureaucracy, the origins and development of judicial review, and the role of the Supreme Court in national policy-making. Note: This course is cross-listed as POL-300. Students may not get credit for both HLS-300 and POL-300.

### **HLS-301**

#### **Civil Liberties in the United States**

**3 credits**

The American doctrine of civil liberties in theory and practice. Emphasis on analyzing the freedoms of speech, press, assembly, and religion, the right of privacy, and the problem of discrimination in the context of contemporary issues and problems. Particular attention to the role of the Supreme Court in this area. Note: This course is cross-listed as POL-301. Students may not get credit for both HLS-301 and POL-301.

### **HLS-304**

#### **Political Behavior: Fear, Risk and Crisis**

**3 credits**

The course focuses on various analytical approaches in behavioral political science. It does so by advancing students’ knowledge of the cognitive aspects of whether citizens engage in various types of political behavior—e.g. voting/non-voting, the formation of political partisanship and ideology, issue perceptions, responding to risk and uncertainty in the political environment, and engaging in civic political participation. Note: This course is cross-listed as HLS-304. Students may not get credit for both POL-304 and HLS-304.

### **HLS-314**

#### **Congressional Power and Security Policy**

**3 credits**

The purpose of this course is for students to identify, examine, analyze, and interpret the role of Congress in shaping national security policy with a particular emphasis on the institution’s role in the Global War on Terror. Particular attention is paid to the role of the US government being able to balance individual rights and liberties within the national security state. Last, the course also takes an in-depth analysis of the U.S. Congress, looking comparatively at how legislatures in other nations have dealt with crafting their

own security policies. The course will address the following questions: First, what is the role of Congress in national security policy, what does it do, and why? Second, what are the various ways of studying the relationship between the legislative and executive branches of government in the US system as it relates to the Global War on Terror? Note: This course is cross-listed as POL-314. Students will not get credit for both HLS-314 and POL-314.

### **HLS-316**

#### **Presidential Power and National Security Policy**

**3 credits**

This course examines the development of the National Security State since the Second World War, and the ways in which it has affected, and been affected by, the Federal Executive. Topics to be covered will include the post-World War II redefinition of “national security”, the Cold War (with a special focus upon war powers during Korea and Vietnam) and the changes that have occurred with the “War on Terror.” Note: This course is cross-listed as POL-316. Students may not get credit for both HLS-316 and POL-316.

### **HLS-325**

#### **Public Administration**

**3 credits**

Public administration in modern society, emphasizing the administrative formulation of public policy and its implementation. Attention on who gets what, when, and how from the decisions of administrative units; the role administrators have in policy-making compared to elected legislators, chief executives and judges; the effect administrators have on the benefits citizens receive from government; and the effect administrators have on citizens’ behavior. Note: This course is cross-listed as POL-325. Students may not get credit for both HLS-325 and POL-325.

### **HLS-346**

#### **Liberal Democracy in Times of Stress**

**3 credits**

This course inquires into historic and present day cases, ranging across Europe and the US in which liberal democratic governments under stress because of subversion, terrorism, invasion, rebellion, or the effects of economically caused chaos, take on emergency powers to become so called “states of exception”. While in some cases such states have imposed mild emergency measures, others have employed more draconian measures, suspending, if not dissolving, constitutionally guaranteed civil liberties, often for indeterminate and protracted periods. How various

states have behaved in emergency situations and consequently what could be expected in such will be the major content of this course. Note: This course is cross-listed as POL-346. Students may not get credit for both HLS-346 and POL-346.

### **HLS-350 U.S. Foreign and Security Policy**

**3 credits**

Principles, institutions and processes involved in the formulation and implementation of policies regarding the nation's military, economic, and environmental security within the global framework. Strands, trends and problem areas in U.S. foreign policy, with focus on the changing global environment of the post-Cold War world. Note: This course is cross-listed as POL-350. Students may not get credit for both HLS-350 and POL-350.

### **HLS-351 Critical Views of Global Security**

**3 credits**

This course will examine the foundations of international security. It will examine the concept of security from both the macro and micro level. We will discuss a mix of security strategies (balance of power, alliances, rearmament, collective security, deterrence), theoretical perspectives on security (Neorealism, Neoliberalism, Critical Theory, Copenhagen School), great power and third world security, democratic and non-democratic security, classic threats (changes in relative power, proliferation) and new threats (environment, population movements, terrorism), and concepts of security ranging from state survival, to societal security, to unit level-variables such as Human Security. Note: This course is cross-listed as POL-351. Students may not get credit for both HLS-351 and POL-351.

### **HLS-361 The Judicial Process**

**3 credits**

In-depth examination of the nature of judicial decision-making and the impact that judicial decisions have on society. Considers the sources of judicial authority, judicial fact-finding, statutory and constitutional interpretation, individual and collective processes of judicial decision-making, relations between judges and other government officials, and the political consequences of judicial decisions with particular emphasis on federal courts and judges. Note: This course is cross-listed as POL-361. Students may not get credit for both HLS-361 and POL-361.

### **HLS-363 Human Rights in a Global Context**

**3 credits**

Examines human rights -droits de l'homme, derechos humanos , "the rights of man", literally, the rights that one has because one is human. What does it mean to have a right? How are being human and having rights related? This course provides an introduction to theory and global practice of human rights. Human rights claims play an increasingly central role in political and social struggles across the world. The adoption the Universal Declaration of Human Rights in 1948 signaled a proliferation of international human rights law and transnational non-governmental activism. While the promotion of human rights has become global, adherence to those standards remains uneven and gross violations and atrocities continue to occur. Given the breadth and complexity of the human rights movement, including its engagement with law, politics and morals, in radically different cultures, this course is by its very nature multidisciplinary. Note: This course is cross-listed as POL-363. Students may not get credit for both HLS-363 and POL-363.

### **HLS-491 – Internship in New Jersey Homeland Security**

**1 – 4 credits**

Students work under supervision in a public agency, political party, or public interest group. A minimum of 52 hours of fieldwork per credit required, with regular reports and a concluding critique analyzing and evaluating the experience. Primarily for seniors and qualified juniors. No more than six credits allowed toward graduation. Prerequisite: permission of instructor.

## **HUMAN RESOURCE MANAGEMENT (HRM)**

### **HRM-313 Legal Aspects of Human Resource Management**

**3 credits**

This course deals with the various laws that affect human resource management, including social insurance, legislation, minimum wage laws, OSHA , ERISA, as well as equal employment opportunity legislation. This course is concerned not only with the provisions of these laws, but also with their constitutionality, their effects, and how they are administered. Prerequisite: MGT-310 or permission of instructor.

### **HRM-315 Employee Selection and Training**

**3 credits**

This course explains the processes involved in selecting and training employees. With regards to selection, specific examples include, evaluating applicant credentials, administering pre-employment tests and complying with equal employment opportunity legislation. With regards to training, topics include assessing the need for training, designing effective training programs, utilizing methods such as technology to deliver training, and evaluating the effectiveness of training programs. Prerequisite: MGT-310.

### **HRM-316 Employee Compensation Systems**

**3 credits**

The goal of this course is to familiarize you with the common methods of compensation used by today's organizations and how these methods could be used to increase motivation, job satisfaction, and performance in the workplace. To accomplish this, we will first discuss the bases of motivation in the workplace. Next, we will then talk about the various compensation options and techniques and the strengths and weaknesses of each in maximizing motivation and performance in an organization. Prerequisite: MGT-310.

### **HRM-441 Selected Topics in Human Resource Management**

**3 credits**

Deals with one area of study in the field of human resource management such as protective labor legislation, mediation and arbitration, the administration of labor unions, or case problems in human resource management. The topic varies each semester and is announced at the time of registration. Prerequisite: MGT-310 or permission of instructor.

**HRM-490****Independent Research and Study**

3 credits

**HRM-492****Internship in Human Resource Management**

3 credits

Provides the student with the opportunity to supplement and apply their human resource management classroom work in a supervised employment setting with participating companies. Requirements include a journal with a log of daily activities and a paper summarizing their experiences submitted to the internship supervisor. Students will receive a letter grade based upon their internship performance, as well as their performance on the journal and final paper submissions. Prerequisites: major in human resource management or management and leadership, and MGT-310; senior status, 2.75 GPA overall and 3.0 GPA in the major, and permission of instructor.

**INTERDISCIPLINARY STUDIES (IND)****IND-101****Introduction to Education**

3 credits

High School Partnership introduces high schools students to the teaching profession through four main tenants: growth and development of learners, history, structure, and trends in teaching, classroom instruction, and analysis and reflection. Facilitated by their teacher-mentors (instructors of the course), students will work in small groups to learn about the development and structure of the American education system, explore careers in the teaching profession, analyze ways a teacher's personality, disposition, and cultural competence impact how students learn, and observe, develop, implement, and evaluate lesson plans and teaching strategies. Students will have the opportunity to explore the various joys and challenges of teaching diverse learners in today's classrooms along with an opportunity to examine their own motivations of why they wish to pursue the teaching profession.

**IND-133****Creativity: Educational and Psychological Perspectives**

3 credits

This course will examine both psychological and educational research about creativity. It will consider the various definitions of creativity that have guided research and theory;

compare current theories of creativity in the fields of education and psychology, including cognitive, personality, and motivational theories; review research regarding what has been termed the "dark side" of creativity, including possible links to mental illness; and consider if and how schools and colleges might include creativity in admissions and promote creativity among students.

**IND-300****Supervised Study**

1 to 4 credits

Juniors and seniors in good academic standing who, for reasons beyond their control, find that a required course has not been scheduled before they expect to graduate, may receive permission from a faculty sponsor, the chairperson, and the dean to register for a supervised study. Appropriate forms (available in the dean's office) must be completed and approved no later than the last day to add courses for the semester in which the supervised study is to be undertaken.

**IND-350****The Rider Shadow Experience**

1 credit

The Rider Shadow Experience provides students with the opportunity to spend time in a professional setting that corresponds with their anticipated careers. By matching students with successful professionals in their field, students will observe the daily realities of actual work environments during the summer and January sessions. The course will consist of a preparatory seminar, a minimum of 25 on-site hours, and a final seminar. This course is open to students with 45 or more credits completed and a GPA of no less than a 3.0. Interested students will have to submit an application no later than October 15 and have at least one letter of recommendation from a member of the Rider faculty. IND-350 is a pass/fail course.

**INT-314****Study Abroad**

12–17 credits

Study Abroad options available to students through Rider study abroad agreements include a wide variety of academic locations and courses. Programs may include opportunities for intensive language study as well as courses in other academic disciplines that may include the local culture, literature, art, music, history, or politics of the site selected for study. Some sites provide courses taught in English. Students may be approved to enroll in Study Abroad for a semester, summer session, or a full year. Additional information is available from the study abroad office. Prerequisites: 2.5 GPA; sophomore standing or above.

session, or a full year. Additional information is available from the study abroad office. Prerequisites: 2.5 GPA; sophomore standing or above.

**INT-315****Study Abroad**

12 to 17 credits

Study Abroad options available to students through Rider study abroad agreements include a wide variety of academic locations and courses. Programs may include opportunities for intensive language study as well as courses in other academic disciplines that may include the local culture, literature, art, music, history, or politics of the site selected for study. Some sites provide courses taught in English. Students may be approved to enroll in Study Abroad for a semester, summer session, or a full year. Additional information is available from the study abroad office. Prerequisites: 2.5 GPA; sophomore standing or above.

**INT-316****Study Abroad**

1–14 credits

Study Abroad options available to students through Rider study abroad agreements include a wide variety of academic locations and courses. Programs may include opportunities for intensive language study as well as courses in other academic disciplines that may include the local culture, literature, art, music, history, or politics of the site selected for study. Some sites provide courses taught in English. Students may be approved to enroll in Study Abroad for a semester, summer session, or a full year. Additional information is available from the study abroad office. Prerequisites: 2.5 GPA; sophomore standing or above.

**IND-403****New Literacies for New Learning**

3 credits

As we consider the 21st century's rapid expansion of information and text it is timely to take a critical view of what literacy means in the 21st century. Many argue that the rapidly evolving use of technology is potentially shifting the ways in which we construct and comprehend information, or is it? In this hybrid (a mix of online and face-face meetings) course, we aim to explore these sometimes competing conceptions of text as we consider what these new literacies mean for our own work as readers and writers across the varied disciplines and social and professional settings in which we engage as well as how we make sense of the information that streams across our bound books, our digital devices,

and our visual landscapes. What counts? What doesn't? How do we decide? Is the 21st century digital context in which we are situated shaping literacy differently than before the information explosion?

## INTEGRATED SCIENCE AND MATH (ISM)

### **ISM-100** **Introduction to the Integrated Sciences and Math**

4 credits

Traditional lectures and laboratory experiences are blended to encourage students to begin asking questions and designing experiments to learn about the physical, life, and Earth sciences. This is the entry-level course for the integrated sciences and math major, though it is open to all students who want to actively explore the nature of science. Two three-hour combined lab/lecture sessions per week.

### **ISM-410** **Seminar in the Integrated Science and Math**

3 credits

As a senior seminar course, class discussion, presentation, and participation will be emphasized. Science topics covered will extend beyond the range of a single science discipline. Students will evaluate articles (from popular science magazines, newspapers, etc.) to discern the connections among various scientific disciplines. Students will present written critiques of the articles focusing on the proper use of the scientific method, data analysis techniques (e.g., statistics, mathematics, etc.), and on the plausibility of the interpretations. Students will also present a semester-long project (both written and oral) that focuses on the connections among disciplines of a scientific issue. Prerequisites: ISM-100, senior standing, or permission of instructor.

## ITALIAN (ITA)

### **ITA-100** **Italian I**

3 credits

An introduction to the fundamentals of Italian grammar and vocabulary. Students will gain fluency in an immersion-style classroom as they gain cultural awareness. Students are expected to work extensively in an on-line program. Prerequisite: placement test if Italian has been studied elsewhere.

### **ITA-101**

#### **Italian II**

3 credits

A continuation of ITA-100. Emphasis is on gaining oral mastery in a culturally authentic environment. The class continues to be immersion-style and students continue out-of-class practice in an on-line program. Prerequisite: ITA-100 or placement test.

### **ITA-200**

#### **Italian III**

3 credits

Continuation of ITA-101. Students continue their mastery of Italian vocabulary and grammar in immersion-style classes. Continued emphasis on cultural competency and increased work in written Italian. Prerequisite: ITA-101 or placement test.

### **ITA-201**

#### **Italian IV**

3 credits

Continuation of ITA-200. Students complete their study of basic grammar. Increased emphasis on writing and reading as students continue to master the spoken language. Prerequisite: ITA-200 or placement test.

### **ITA-300**

#### **Advanced Italian Grammar and Conversation**

3 credits

A study of advanced grammar and functional Italian vocabulary with an emphasis on spoken expression. Students will review previously-learned structures as they acquire new structures and idiomatic expressions in order to gain fluency and perfect their expression. Lessons will be organized around conversation topics. Class will be conducted in Italian. Prerequisite: ITA-201.

### **ITA-305**

#### **Italian Literature I: 13th to 19th Century**

3 credits

A chronological overview of Italian literature from the poets of the 13th and 14th centuries and the fathers of the Italian literature (Dante, Petrarch and Boccaccio) to the 19th century through the study of prose and poetry. Emergence of the Italian language and nation will be examined beside regionalism and use of dialects in both poetry and prose. This course will satisfy the literature requirement for the minor and will be conducted in Italian. Prerequisite: ITA-201.

### **ITA-306**

#### **Italian Literature II - 20th Century**

3 credits

An examination of 20th-century literature through the works of authors like Pirandello, d'Annunzio, Ungaretti, Montale, Luzi, Primo Levi, Maraini, Ginzburg, Calvino, Eco, Sciascia. Students will read selected short stories, plays, poems, and novels. This course will satisfy the literature requirement for the minor and will be conducted in Italian. Prerequisite: ITA-201.

### **ITA-310**

#### **Italian Culture and Civilization**

3 credits

This course will introduce students to Italy's cultural heritage and contemporary place in Europe. Students will examine Italy's historical development from the fall of the Roman Empire to current times. Students will become familiar with its geography, and they will examine the role of religion and the impact of regionalism on Italian identity. Topics include Italy's political structure, contribution to the arts, cuisine, geography, and other topics. Students will also examine stereotypes of Italian Americans as well as the changing face of immigration. The course will be conducted in English.

### **ITA-496**

#### **Special Studies**

3 credits

A seminar open to a variety of topics treating a particular author, period, genre, or theme. Prerequisite: ITA-201.

## LANGUAGES, LITERATURES AND CULTURES: FOREIGN LITERATURE IN TRANSLATION (LIT)

### **LIT-250**

#### **Masterworks of Western Literature I**

3 credits

Introduces the classical heritage and the development of a connected Western literary tradition as reflected in the classics of Western literature from the Greeks to the Renaissance. This course focuses particularly on the qualities, which make each work great. Works by Homer, Aeschylus, Sophocles, Euripides, Virgil, St. Augustine, Dante, and Shakespeare are read and discussed in English. Required for all foreign language majors.

**LIT-251**  
**Masterworks of Western Literature II**  
**3 credits**

Introduces modern world literature and the further development of the Western literary tradition from the Enlightenment, through Romanticism, to the contemporary period. Major writers such as Moliere, Racine, Voltaire, Rousseau, Goethe, Tolstoy, Baudelaire, Yeats, Rilke, Ibsen, Mann, Kafka, and Borges are read and discussed in English. Required for all foreign language majors.

**LIT-310**  
**Russian Literature 988-1850**  
**3 credits**

A reading and discussion of some of the greatest Russian writers of the first half of the 19th century. Writers include Pushkin, Lermontov, Gogol, Turgenev, and Tolstoy. Classes are in English. No knowledge of Russian required. Required for majors.

**LIT-311**  
**Russian Literature 1850-1917**  
**3 credits**

A reading and discussion of some of the greatest Russian writers of the second half of the 19th century and early 20th century. Writers include Dostoevsky, Leskov, Chekhov, Bunin, Gorky, Blok, Bely, and Sologub. Classes are in English. No knowledge of Russian required. Required for majors.

**LIT-312**  
**20th Century Russian Literature**  
**3 credits**

A reading and discussion of some major Russian writers from 1917 to 1970. Writers include Akhmatova, Tsvetaeva, Babel, Bulgakov, Pasternak, Mayakovsky, and Evrushenko. Classes are in English. No knowledge of Russian required. Required for majors.

**LIT-315**  
**Tolstoy**  
**3 credits**

Reading and discussion of selected works of Tolstoy including his fables; novellas, such as Master and Man and The Kreutzer Sonata; and either Anna Karenina or War and Peace. Classes are in English. No knowledge of Russian is required.

**LIT-317**  
**Dostoevsky**  
**3 credits**

Reading and discussion of selected works of Dostoevsky, with special emphasis on Crime and Punishment and The Brothers Karamazov. Classes are in English. No knowledge of Russian required.

**LIT-322**  
**German Literature and Film in English Translation**

**3 credits**

Reading and discussion in English of German literary masterpieces and their film adaptations. The material varies from year to year, e.g., German-Jewish writers, German Romanticism, German literature to 1700, modern fiction, or 20th-century women's literature and film. No knowledge of German required.

**LIT-325**  
**The Folk Tale**

**3 credits**

Introduction to the study of folk tales from a literary point of view, to the place of folk tales in European culture, and to the contrast between folk tales and written fairy tales such as Beauty and the Beast and Cupid and Psyche.

**LIT-330**  
**Russian Culture**

**3 credits**

Readings highlighting both the uniqueness of Russian culture and the ways Russian culture has had the greatest impact on Western culture in general. The course is divided into topics such as folklore, religion, painting, music, ballet, and film. Readings from Russian literature will be used to illustrate significant aspects of Russian culture. Classes are in English. No knowledge of Russian is required.

**LIT-340**  
**Hispanic Literature and Film in English Translation**

**3 credits**

This course explores literary and cinematic masterpieces in English translation. Attention is focused on their relationship to the intellectual, artistic, and historical background of Spain, Latin America, and/or United States Latino cultures. No knowledge of Spanish is required. Open to Spanish majors, but no credit given toward the specific requirements of the major.

**LIT-370**  
**European Short Novel**

**3 credits**

Introduces students to the study of the novella as a distinct literary genre in Europe. Discusses various theories of the novella and the history of the novella in Europe. Will read and discuss such masterpieces of the novella as O, The Queen of Spades, A Simple Heart, and Death in Venice.

**LIT-390**  
**The Bible as Literature**

**3 credits**

This course takes a literary approach to the Bible: only one, of course, of the many possible approaches to this rich and fascinating text. Nevertheless this approach to the Bible is justified both because the Bible is a literary masterpiece and because such an approach provides a clear focus for students. Students will read and discuss selections from the three major divisions of the Bible: the Old Testament, the New Testament, and the Apocrypha. Students will also read famous stories such as Joseph and his Brothers, Moses and Exodus, Samson and Delilah, Jonah and the Whale, Susanne and the Elders, The Raising of Lazarus, and The Trial and Execution of Jesus.

**LAW AND JUSTICE (LAW)**

**LAW-140**  
**Introductory Seminar in Law and Justice**

**3 credits**

Introduces students to the interdisciplinary study of law and justice. The seminar is designed to enable students to think critically about legal issues, address legal problems from various viewpoints, and apply different types of theories of justice to analyze laws and legal institutions. Students will learn to examine law and legal issues from a variety of perspectives and approaches: anthropological, historical, literary, philosophical, political, psychological, and sociological. Open to freshmen and sophomores only.

**LAW-150**  
**Introduction to Forensics**

**3 credits**

Introduces students to principles of forensic science. Whether the issue is establishing paternity or cause of death, determining arson or liability, or deciding criminal guilt or innocence, collecting and evaluating forensic material is typically involved. Students will learn the meaning and significance of scientific evidence and its role in criminal investi-

gations and civil and criminal trials. Students will learn how forensic scientists work, define a problem, collect data, and analyze results. Case studies, crime simulations and examination of criminal evidence will highlight the application of scientific principles.

### **LAW-204 Law, Literature, and Film in America**

**3 credits**

Focuses in an interdisciplinary manner on law and justice as represented in American literature and films. It analyzes novels, short stories, and selected non-fiction texts from the perspectives of literary criticism, social history, and cultural and American studies.

### **LAW-207 Criminal Justice Practice**

**3 credits**

This course explores the work and work settings of criminal justice practitioners and the work culture and organizational structure of various criminal justice agencies. Through case studies and projects students will examine types of and occupations related to criminal justice, assess new directions in these occupations, the effects of current laws and social policies on criminal justice careers, and consider the impact of social, economic, and technological changes on criminal justice agencies and practitioners.

### **LAW-210 Criminal Investigation**

**3 credits**

Approaches criminal investigation conceptually. Students consider the social issues involved in criminal investigation, as well as ethical and legal aspects of it. The course covers such topics such as the principles of criminal investigations, the rules and procedures of preliminary and follow-up investigations, the art of interrogation, recording of statements, confessions, and the collection and preservation of physical evidence at the crime scene. Emphasis is placed on the need for meticulous adherence to rules of law and ethical practices, as an investigation proceeds from initial actions to arrest, and eventual prosecution. The course also examines the methods used in scientific interpretation of evidence and the preparation of criminal cases for trials, as well as its role in today's criminal justice system. Prerequisite: LAW-150.

### **LAW-302 Crime and Justice in the Media**

**3 credits**

This course focuses on the impact of media on Americans' perceptions and understanding of the extent and causes of crime, and the

effectiveness and purposes of crime policy. It examines how criminals, types of crime, crime policies and the criminal justice system are portrayed in various media outlets, including film, tv, newspaper, and electronic/internet. It explores the historical and contemporary relationships between media representations of criminal behavior, crime as a social problem, and the nature of the criminal justice system and contrasts these to their social realities.

### **LAW-304 Women and Law**

**3 credits**

Explores the social, economic, political and cultural context of laws relating to women and gender, such as workplace discrimination, divorce and child custody and reproductive rights. It examines how such laws have changed historically and the impact such laws have had on women as well as on men and on American social institutions, such as the family, politics, and the workplace. The course also examines women in the legal profession and their impact on the practice of law and legal reasoning.

### **LAW-305 Trial Advocacy**

**3 credits**

Students will apply fundamental legal concepts and rules of evidence to specific cases. By engaging in trial simulations, students will evaluate various forms of evidence, identify legal principles and evidentiary rules that impact a criminal trial, learn about trial procedures, pursuit of case theories, and witness, exhibit and jury selection.

### **LAW-308 Conflict and Conflict Resolution**

**3 credits**

Focuses on understanding the meaning of conflict and strategies for its resolution. The course examines the ways conflict functions in various social contexts including professional, community, family, education, and international relations. Traditional models of adjudication will be compared to alternative forms of dispute resolution. Students will be introduced to research on the practice and effectiveness of various forms of conflict and conflict resolution. Students will participate in various class exercises, including role-plays, simulations, and case studies.

### **LAW-310**

#### **Cyberspace Law and Policy**

**3 credits**

Explores the legal and policy concerns raised by the Internet, nationally and globally. The course considers issues of legal regulation of the Internet, and consider the debate about whether cyberspace can or should be regulated. Attention will be given to the applicability of principles of law and models of regulation. Topics addressed will include jurisdiction, freedom of expression, intellectual property, privacy protection, safety concerns, equal access, electronic commerce, and computer crime.

### **LAW-355**

#### **Sports and the Law**

**3 credits**

Examines the legal, ethical, economic, social and managerial issues related to sports. Topics include liability issues, contracts, employment discrimination, antitrust law, and constitutional law. Note: This course is cross-listed as BUS-355. Students may not get credit for both LAW-355 and BUS-355.

### **LAW-365**

#### **The Rights of the Accused**

**3 credits**

Analyzes the major substantive and procedural rights accorded to the criminally accused by the United States Constitution. Particular attention will be given to the right to counsel, confessions and self-incrimination, arrest, search and seizure. Students will learn to argue and write hypothetical case opinions.

### **LAW-395**

#### **Selected Topics in Law and Justice**

**3 credits**

Studies specialized areas of scholarship related to laws, legal institutions, legal or law-related occupations, and/or legal decision making. The course will provide an interdisciplinary examination of a selected topic. Topics vary and are listed in the course roster.

### **LAW-401**

#### **Hate Crimes in United States**

**3 credits**

Provides an interdisciplinary exploration of hate crimes in the United States, its causes and consequences. It will examine the social, political, and legal issues that have shaped policies and laws designed to respond to hate crimes and assess their effectiveness. Debates about the nature of hate crimes and the special laws and sentencing provisions developed to deal with them will be discussed. Topics

include hate crimes on college campuses, hate on the Internet, legal and constitutional issues, and criminal justice enforcement.

#### **LAW-450**

#### **Law and Justice Senior Seminar**

3 credits

Draws on and develops students' knowledge and understanding of law and legal institutions and applies it to a specific legal topic, method, institution, or controversy. Topics will vary. Students explore the social, political, ethical, and economic issues relevant to the topic. Students will be expected to contribute to seminar discussions and to complete projects related to the seminar theme. Required for seniors in law and justice minor and open to others by permission of the Director of the Law and Justice Program.

#### **LAW-460**

#### **Criminal Justice Senior Seminar**

3 credits

Draws on and develops students' knowledge and understanding of crime, criminal law and criminal justice institutions, and applies these to a specific topic, method, institution, or controversy. Topics vary. Students will be expected to contribute to seminar discussions and to complete research projects related to the seminar theme. Required for criminal justice major seniors; open to others only by permission of the director of the Law and Justice Program.

#### **LAW-490**

#### **Independent Research and Study**

1–4 credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

#### **LAW-491**

#### **Internship in Law and Justice**

1–4 credits

Provides supervised work experience in an institution, office, or agency related to law or law enforcement, such as courts, prosecutor/defense attorney offices, private law offices, state agencies, and local police departments. Students are expected to apply and broaden

the knowledge obtained from law and justice minor courses to their fieldwork experience. Prerequisites: 2.75 GPA and permission of the Director of the Law and Justice program. Fall, spring, summer.

#### **LAW-496**

#### **Honors Thesis in Law and Justice**

3–6 credits

Entails substantial research and writing on a topic selected by the student. Available to seniors in the minor who have a minimum cumulative GPA of 3.25 and a 3.25 GPA in law and justice minor courses. Proposals must be reviewed and approved by the law and justice program committee. Proposals must be submitted at least four weeks prior to course registration.

### LEADERSHIP DEVELOPMENT PROGRAM (LDP)

#### **LDP-200**

#### **Foundations of Leadership**

3 credits

This course provides students with a working model of leadership to guide their personal leadership development. It also exposes students to insights about leadership from respected commentators, scholars, and practitioners. Finally, it provides students with an opportunity to actively "do" leadership through experiential learning activities.

#### **LDP-220**

#### **Service Learning through Minding Our Business**

3 credits

A community service mentoring project designed to promote leadership, teamwork, and entrepreneurship among Trenton youth through a school-based team mentoring model. Students will undergo intensive training in leadership skills, communication skills, team building skills, cultural diversity, small business entrepreneurship, and problems of early adolescent development prior to their fieldwork experience. Students will form teams to mentor groups of students at a Trenton middle-school in the creation and management of their own microbusinesses. Student journals, quizzes, field trips and class meetings will serve to organize and structure experiential learning. Prerequisite: permission of instructor.

#### **LDP 398**

#### **The Co-Operative Experience Seminar**

3–6 credits

This course will typically meet one day per week during the co-operative experience. The seminar is designed to expose participants to appropriate interdisciplinary content, ethical principles, professionalism, group and organizational behavior, interpersonal communication skills, critical thinking, and problem solving skills. Students may be assessed on presentations, papers, journals and other measures as defined in a placement contract mutually agreed upon by the sponsoring faculty member, the organizational representative of the placement site, and the student. The proposed placement contract requires departmental approval and the approval of the appropriate office of the dean. Contact the appropriate department for additional information. Prerequisites: junior standing and 2.75 GPA at time of registration. Co-requisite: (dept.)-399 The Co-operative Experience. LDP-398 and (dept.)-399 combined cannot exceed 15 credits.

### LIBERAL STUDIES (LIB)

#### **LIB-200**

#### **Introduction to Liberal Studies**

3 credits

Introduces students to the various perspectives and methods of the disciplines in liberal studies: natural and social sciences, humanities, and the arts. Students learn the multifaceted questions and answers offered by each discipline. They study the historical development of the university and the rise and transformation of liberal studies disciplines.

#### **LIB-400**

#### **Seminar in Liberal Studies**

3 credits

A critical examination of the tradition of Western humanism and the way it has been transmitted through liberal arts education. Deals with a variable set of permanent problems in humanistic debate and learning – e.g., specialization, the need for unifying theories of knowledge, the purpose of history, the place of intellectual life in mass society, the meaning of freedom, the modern problem of alienation, the responsibilities of the university, etc. Emphasis on why and how such problems have been addressed rather than any presumptive solutions.

**LIB-490****Independent and Supervised Study**

1–4 credits

Independent and Supervised Study is available to CCS students for special study projects. Students must have completed a minimum of 45 credits applicable to a Rider degree and a minimum of 12 credit hours at Rider with a GPA of 2.5 or better. Each project may be taken for one-four credits and a maximum of six credits may be applied to the associate degree, 12 credits to the bachelor degree.

**MATHEMATICS (MTH)****MTH-100S****Math Skills Lab**

1 credit

The Math Skills Lab helps students master arithmetic and elementary algebra necessary for college level mathematics courses. Students in the College of Liberal Arts, Education, and Sciences who do not pass the Mathematics Placement Test are required to complete the Math Skills Lab successfully before enrolling in liberal arts mathematics courses. Students are required to attend regular class sessions. Students have access to tutors, computer-assisted instruction, and structured workshops. The one supplemental education unit does not count toward graduation; grading is done on a Y/Z (pass/not pass) basis.

**MTH-102****Finite Mathematics**

3 credits

The course begins with consolidation of some basic topics including sets, number theory, real numbers, functions, and graphs. Statistics and probability theory are introduced with applications to the social and natural sciences. Throughout the course there will be an emphasis on formulating and solving familiar sorts of problems in mathematical terms. Prerequisite: Placement into Finite Math or MTH-100S; see note under mathematics heading.

**MTH-105****Algebra and Trigonometry**

4 credits

Algebraic functions, trigonometric functions, identities and conditional equations, inequalities, exponential and logarithmic functions. Students who take MTH-105 may not take MSD-105 for credit. Prerequisite: see note under mathematics heading.

**MTH-120****Introduction to Applied Statistics**

3 credits

Collection and presentation of data. Measures of location and variation, sampling theory, hypothesis testing, confidence intervals, t-tests, chi-square tests, regression, and correlation. Emphasizes practical applications. Prerequisite: MTH-102 or MTH-105. Not open to business administration, chemistry, environmental, geosciences, marine sciences, math or liberal studies: marine ecological or environmental emphasis majors. Spring.

**MTH-210****Calculus I**

4 credits

Introduces analytic geometry, functions, limits, and derivatives; differentiation of algebraic and trigonometric functions, curve sketching, maxima and minima, and higher derivatives. Prerequisite: MTH-105 or placement by examination.

**MTH-211****Calculus II**

4 credits

The definite integral, differentiation of transcendental functions, methods of integration and approximate integration, determination of area, volume, and surface area. Prerequisite: MTH-210.

**MTH-212****Calculus III**

4 credits

Infinite series; functions of two and three variables, vectors and tangent planes, partial derivatives, multiple integrals, determination of volume and density. Prerequisite: MTH-211.

**MTH-230****Discrete Mathematics**

4 credits

An introduction to topics in Discrete Mathematics. This course covers methods of proof, induction and recursion, and other topics in discrete mathematics. Topics may include graph theory, trees, and symmetry groups. Prerequisite: MTH-102, MTH-105 or MTH-210.

**MTH-240****Linear Algebra**

3 credits

Systems of linear equations; vector spaces; linear independence; determinants; orthogonality; linear maps; eigenvectors. Pre- or Corequisites: MTH-210; sophomore standing; or permission of instructor. Fall.

**MTH-250****Differential Equations**

3 credits

First order differential equations, separable and exact; integrating factors; second order linear differential equations; series solutions of second order linear differential equations; higher order equations; existence and uniqueness theorems; systems of linear differential equations. Prerequisites: MTH-240, MTH-211. Pre- or Corequisite: MTH-212. Spring.

**MTH-308****Advanced Calculus**

3 credits

Vectors, gradients, and directional derivatives, Lagrange multipliers, Taylor's theorem, multiple integrals, change of variables, line and surface integrals, Stokes' theorem. Prerequisites: "B" average in MTH-210 and MTH-211; MTH-212, MTH-240. Fall.

**MTH-315****Modern Geometry**

3 credits

Covers geometry from a modern point of view, with emphasis on non-Euclidean geometry, particularly projective geometry. Prerequisites: MTH-211, MTH-240. Spring.

**MTH-340****Probability and Statistical Analysis I**

3 credits

Theory of sets and probability; discrete and continuous random variables and probability distributions. Emphasizes foundations and utilizes the techniques of the calculus. Prerequisite: MTH-212 or MSD-111. Fall.

**MTH-341****Probability and Statistical Analysis II**

3 credits

Continuation of MTH-340. Foundations of mathematical statistics: normal distributions, estimation, confidence intervals and hypothesis testing; topics chosen from student's t-test, chi-square tests, analysis of variance and regression analysis. Emphasizes foundations and utilizes the techniques of the calculus. Prerequisite: MTH-340. Spring.

## **MTH 401 Modern Algebra**

3 credits

Provides an introduction to modern abstract algebra. It emphasizes the axiomatic method to analyze the major algebraic systems. The instructor will choose the topics to be studied from among the following algebraic structures: integral domains, fields, complete ordered fields, groups, polynomials, rings, ideals and modules. Prerequisite: MTH-240. Fall.

## **MTH-402 Topics in Advanced Mathematics**

3 credits

Chosen from advanced pure or applied mathematics. Topics vary, depending on instructor. Prerequisite: MTH-308.

## **MTH-410 Complex Analysis**

3 credits

Analytic functions, conformal mapping, power series, Cauchy's theorem, calculus of residues. Prerequisite: MTH-308. Spring.

## **MTH-420 Number Theory**

3 credits

Covers topics including divisibility theory, the prime numbers, the theories of congruences and of quadratic reciprocity, and Fermat's Last Theorem. Other topics may also include applications to cryptography, Pell's equations, continued fractions, and the theory of partitions. Prerequisite: MTH-240 or permission of instructor.

## **MTH-430 Introduction to Topology**

3 credits

A comprehensive introduction to elementary topology. The concepts of topological spaces and metric spaces will be introduced. Connectedness, compactness and properties of subsets of the real numbers rooted in topology will also be considered. The quotient topology will be used to construct surfaces as identification spaces, and tools will be developed to distinguish one surface from another. Prerequisite: MTH-212.

## **MTH-440 Real Analysis**

3 credits

Covers the theory of sets, the real number system and its properties, convergence of sequences and series of numbers and functions, and the theory of integration, including:

measure theory, the Riemann integral, and introduction to the Lebesque theory of integration. Pre- or Corequisite: MTH-308.

## **MTH-490 Independent Research and Study**

1 –4 credits

Immerses the student in research and mathematical literature. If possible, the student will publish the results or present them at a scientific meeting

## **MANAGEMENT AND LEADERSHIP (MGT)**

### **MGT-201 Fundamentals of Management and Organizational Behavior**

3 credits

This course deals with the fundamentals of organizational behavior as they relate to management such as motivation, communications, and leadership. Behavior is examined at the individual, group, and organizational level. The management functions of planning, organizing, leading and controlling are addressed. The effects of global operations and the requirements of ethical behavior on managers are also explored. Prerequisite: minimum 42 credits completed.

### **MGT-310 Introduction to Human Resource Management**

3 credits

This course deals with the nature of human resource management, its functions, procedures, and practices currently found in profit, non-profit and public sector organizations. Topics covered include recruiting and selection, training, human resource development, equal employment opportunity, performance appraisal, diversity, job analysis, compensation, and employee rights and discipline. Prerequisite: MGT-201 or permission of instructor.

### **MGT-320 Managing Workforce Diversity**

3 credits

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 creation of diversity as a hot topic in management. This course explores the opportunities and challenges of the increasingly diverse workforce emerging in the United States today. We will address the knowledge and skills managers must develop in working with others who are different from them

selves. Some of these differences are obvious-gender, race, age, and physical characteristics. Other differences are not as easily observed - family structure, educational level, social class, and sexual orientation. This class incorporates experiential learning techniques for personal growth. Prerequisite: MGT-201 or permission of instructor.

### **MGT-336 Career Management**

3 credits

How careers are shaped by individual needs and experience and assisted by organization systems and practices is the focus of this course. The meaning of work and the development of careers are discussed, and students undertake self-assessment for the purpose of career planning. Careers are examined in the context of important changes occurring today in the world of work. The impact of the executive, organizational counselors and trainers, and the educational system upon the development of human potential is examined, along with the techniques for human resource planning and development. Prerequisite: MGT-201 or permission of instructor.

### **MGT-346 Negotiation**

3 credits

The purpose of this course is first, to explore the major concepts and theories behind effective negotiating practices and second, to develop negotiating skills applicable to a wide range of contexts. A knowledge of negotiation is a crucial requirement for anyone interested in a business career since it is a common mechanism for implementing change and for resolving conflict in the workplace. Topics will include two-party negotiations, power and politics, mediation, arbitration, and collective bargaining. A variety of teaching techniques will be used including readings, discussion, and role-playing. Prerequisite: MGT-201 or permission of the instructor.

### **MGT-355 Team Management**

3 credits

This course prepares students to work in organizations that use teams as an integral part of their functioning-an increasingly common practice. The class involves intensive group interaction, focusing on individual growth in group settings. Working with other students in role-plays, exercises, and team assignments allows the student to develop better communication and leadership skills. Prerequisite: MGT-201 or permission of instructor.

**MGT-363  
Management Skills**

3 credits

The focus of this course is on specific skills necessary for success in a management role. These skills include leading, communicating effectively, delegating, conflict and time management and motivating others. Students will have opportunities to practice skills and to apply their knowledge to business cases. Pre requisite: MGT-201 or permission of instructor.

**MGT-375  
International Management**

3 credits

This course explores the ways in which culture impacts management practices and organizational behavior and dynamics. Topics include cross cultural communication, expatriate selection and training, leading and motivating cross cultural teams, developing organizational strategies to compete in a global market place , international business ethics, and current topics. Prerequisite: MGT-201.

**MGT-421  
Selected Topics in Management and Organizational Behavior**

3 credits

The seminar focuses on an area of study announced at the time of registration (students should check the registration material). Examples of possible topics are: leadership, motivation, and organizational behavior research. Prerequisites vary according to the topic and are listed in the registration material. Prerequisite: MGT-201 or permission of instructor.

**MGT-490  
Independent Research and Study**

3 credits

Research proposals are initiated by the student, although the final topic must be approved by the professor and by the chair person. Available only for seniors. No more than four credits allowed toward graduation. Prerequisite: MGT-201 and permission of instructor.

**MGT-491  
Internship in Management and Leadership**

3 credits

Provides the student with the opportunity to supplement and apply their management and leadership classroom work in a supervised employment setting with participating companies. Requirements include a journal with a log of daily activities and a paper summarizing their experiences submitted to the

internship supervisor. Students will receive a letter grade based upon their internship performance, as well as their performance on the journal and final paper submissions. Prerequisites: major in management and leadership or human resource management and MGT-363, or senior status. Requires a 2.75 GPA overall and 3.0 GPA in the major and permission of the instructor.

**MANAGEMENT SCIENCES (MSD)****MSD-104  
Introduction to Quantitative Methods**

3 credits

The aim of this course is to give students the preparation in algebra needed for successful completion of other required courses in management sciences and the functional areas of business administration. Topics covered include linear and quadratic equations and functions, systems of linear equations, exponential functions, logarithms, linear inequalities, radicals, percent change, scientific notation and scientific digits.

**MSD-105  
Quantitative Methods for Business**

3 credits

The aim of this introductory course is to acquaint students with a number of basic mathematical techniques that will enhance their ability to become effective decision-makers in a realistic business environment. Topics covered include linear equations and inequalities, linear programming, summation notation, geometric series, counting techniques, event probability and discrete random variables. Where appropriate, these tools will be illustrated with examples chosen from business settings. Prerequisite: MSD-104 or a passing grade on the Math Placement Exam.

**MSD-200  
Statistical Methods I**

3 credits

This course is designed to give the student an understanding of continuous random variables, the elements of statistical inference, and an introduction to how these tools may be useful in one's attempt to reach intelligent conclusions in real-world settings. The focus is on the normal random variable, descriptive statistics, sampling distributions, and the frameworks of estimation and hypothesis testing, particularly as they apply to inference for unknown population means and proportions in the one- and two-sample settings. Prerequisite: MSD-105 or equivalent.

**MSD-201  
Statistical Methods II**

3 credits

The sequel to Statistical Methods I is designed to prepare the student to be able to recognize a variety of additional common inferential scenarios, select and apply appropriate techniques in their analyses, and be aware of the usefulness of computer packages in performing certain relatively complicated statistical calculations. The course covers the one-way analysis of variance, Chi-square tests and linear regression analysis. Students are expected to submit, for evaluation, the analysis of a real-world data set. Prerequisite: MSD-200.

**MSD-320  
Quantitative Methods in Business Forecasting**

3 credits

A study of the various quantitative techniques applicable to the problems of forecasting that occur in business and industry. Topics may include the regression techniques of causal modeling, as well as the moving average, exponential smoothing, and Box-Jenkins approaches of time series analysis. All methods are illustrated with the use of realistic forecasts. Prerequisite: MSD-201 or MTH-341. Spring.

**MSD-325  
Applied Regression and Analysis of Variance**

3 credits

This course examines the use of applied linear statistical models to adequately describe practical relationships in business and economics. The implementation of a popular statistical computing package to analyze realistic data sets is an important component of the course. Topics include simple and multiple linear regression, model diagnostics and remedial measures, and the analysis of variance. Prerequisite: MSD-201 or MTH-341. Fall.

**MSD-340  
Production and Operations**

3 credits

This course introduces the concepts and techniques of designing and managing manufacturing and service systems and their operations effectively and efficiently. Major topics include product and process design, facility location, forecasting, aggregate planning, inventory management, supply chain management, project management, just-in-time systems, quality assurance, linear programming, and the transportation problem. Current issues such as productivity, global competitiveness, and quality are also

discussed. Prerequisites: MSD-105 or MSD-110, MSD-200 or MTH-340, MSD-201 or MTH-341.

### **MSD-490 Independent Research and Study**

3 credits

Topic to be approved by professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation.

### **MSD-491 Summer Management Sciences Internship**

3 credits

An honors course that provides the student with approximately two months of supervised employment with participating companies. Students are given a variety of work experiences. They are required to complete a term paper and to make an oral presentation to the faculty. Grading is on a pass/fail basis. Prerequisite: Permission of instructor. Summer.

## **MARINE SCIENCE (MAR)**

### **MAR-120 Oceanography**

3 credits

Investigates the interrelationships among the geological, chemical, physical, and biological aspects of oceanography. Topics include origin and evolution of ocean basins; physical characteristics of modern oceans; seawater chemistry; ocean and atmosphere interactions; ocean currents; waves and tides; coastal processes; biological productivity; and diversity, distribution and adaptations of marine organisms. Throughout the course, emphasis is placed on the processes that connect the seemingly separate topics to each other and to human life. Weekend field trips may be required. Three hours of lecture per week. Note: This course is cross-listed as GLS-120. Students may not get credit for both MAR-120 and GLS-120.

### **MAR-121 Introductory Oceanography Lab**

1 credits

Introduction to the fundamental aspects of geological, chemical, physical, and biological oceanography. Students learn through inquiry-based, hands-on exercises and activities using actual data collected in the lab and in the field. Independent projects and local field trips during lab and on weekends may be

required. One three-hour lab per week. Concurrent enrollment in, or previous completion of, MAR-120 or GLS-120 is required.

### **MAR-210 Marine Life Through Time**

4 credits

Survey of the important developments in marine life over the last three billion years from the Pre-Cambrian evolution of one-celled organisms, through the Cambrian explosion of complex marine invertebrate life and subsequent diversification of backboned organisms in the Ordovician time, to the colonization of marginal marine and freshwater habitats in the Silurian-Devonian geological periods, and ultimately to extinctions during global crises of the late Devonian, Permian, Triassic, Cretaceous, and Pleistocene time intervals. The emphasis is on evolutionary adaptive breakthroughs within each phylum, particularly the significant morphological and anatomical innovations, and the subsequent radiation of these higher taxa into new habitats and niches through geologic time. Three hours of lecture and one three-hour lab per week. Prerequisites: GEO-100 and GEO-102; or BIO-115; or permission of instructor.

### **MAR-227 Introduction to Field Marine Science: Subtropical Environments**

4 credits

In this two-week field course, students will explore various topics in marine science through practical, hands-on, inquiry-based exercises and activities. The course will focus on the biological, geological, chemical, and physical processes that influence diverse marine flora and fauna found in subtropical environments, emphasizing shallow subtidal and intertidal environments such as coral reefs, sandy beaches, turtle grass beds, rocky intertidal pools, and mangrove swamps. Examples of topics include the diversity, abundance, size, zonation, and morphological adaptations of marine organisms; the composition and texture of sediments; and the physical processes and chemical properties of water. These topics will be examined using field team exercises, a group mapping project, and individual research projects. Activities will help students develop their skills in research, use of field and laboratory equipment, computer analysis of data, and scientific writing. The course is taught at an appropriate marine field station located in a boreal environment. Prerequisite: BIO-115 or BIO-116, and permission of instructor. Field portion of course is completed during the summer. Additional travel costs vary, depending on location.

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### **MAR-228**

### **Introduction to Field Marine Science: Boreal Environments**

4 credits

In this two-week field course, students will explore various topics in marine science through practical, hands-on, inquiry-based exercises and activities. The course will focus on the biological, geological, chemical, and physical processes that influence diverse marine flora and fauna found in boreal environments, emphasizing the rocky shallow subtidal and intertidal environments. Examples of topics include diversity, abundance, size, zonation, and morphological adaptations of marine organisms; day-night fluctuations in tide pool chemistry; plankton dynamics; predator-prey relationships; the physical processes and chemical properties of water; and comparisons of wave-exposed and wave-protected sides of a shoreline. These topics will be examined using field team exercises, a group mapping project, and individual research projects. Activities will help students develop their skills in research, use of field and laboratory equipment, computer analysis of data, and scientific writing. The course is taught at an appropriate marine field station located in a boreal environment. Prerequisite: BIO-115 or BIO-116, and permission of instructor. Field portion of course is completed during the summer. Additional travel costs vary, depending on location.

### **MAR-229**

### **Introduction to Field Marine Science:Tropical Environments**

4 credits

In this two-week field course, students will explore various topics in marine science through practical, hands-on, inquiry-based exercises and activities. The course will focus on the biological, geological, chemical, and physical processes that influence diverse marine flora and fauna found in tropical environments, emphasizing the shallow subtidal and intertidal environments, such as coral reefs, sandy beaches, turtle grass beds, rocky intertidal pools, and mangrove swamps. Examples of topics include diversity, abundance, size, zonation, and morphological adaptations of marine organisms; the composition and texture of sediments; and the physical processes and chemical properties of water. These topics will be examined using field team exercises, a group mapping project, and individual research projects. Activities will help students develop their skills in research, use of field and laboratory equipment, computer analysis of data, and scientific writing. The course is taught at an appropriate marine field station located in a tropical environment. Prerequisite: BIO-115 or BIO-116, and permission of instructor. Field portion of course is completed during the summer. Additional travel costs vary, depending on location.

and laboratory equipment, computer analysis of data, and scientific writing. The course is taught at an appropriate marine field station located in a tropical environment. Prerequisite: BIO-115 or BIO-116, and permission of instructor. Field portion of course is completed during the summer. Additional travel costs vary, depending on location.

### **MAR-290 Directed Research and Study in Marine Sciences**

**1–4 credits**

Provides an opportunity for freshman and sophomore students to gain hands-on research experience in the marine sciences. This is an individual program of study and each student will work with a selected faculty member on a topic of mutual interest. The course consists of a combination of project meetings, supervised research, and guided readings. The focus will be on formulating research questions, designing and conducting experiments, collecting the necessary data, reviewing the scientific literature as it relates to each student's research topic in a weekly meetings with the instructor, and communicating the findings by writing a final project report.

### **MAR-325 Marine Vertebrates**

**4 credits**

A survey of the biology of marine vertebrate animals, including fish (jawless fish, sharks, rays, and bony fish), reptiles (sea turtles and sea snakes), sea birds, and mammals (manatees, seals, and whales). The evolution, physiology, natural history, ecological relationships, and human interactions of these groups are emphasized. Three hours of lecture and one three-hour lab per week. Field trips may be required. Prerequisite: BIO-272 and BIO-272L.

### **MAR-330 Chemical Oceanography**

**4 credits**

Introduction to the chemical aspects of the oceans and their influence on marine ecosystems and Earth processes. Emphasis is placed on chemical and physical properties of seawater, atmosphere-ocean interactions, biogeochemical cycles with marine components, production and destruction of marine organic matter, chemical ecology, and marine pollution. During the lab portion of this course, students gain hands-on experience in analyzing ocean water samples, experimental design, and interpreting marine chemical data. Three hours of lecture and one three-hour lab per week. Weekend field trips and

independent projects may be required. Prerequisites: CHE-120, CHE-121, MAR-120, and MAR-121; or permission of instructor.

### **MAR-340 Marine Processes and Environments: Seminar**

**3 credits**

This course is designed as a seminar course. Therefore, students will learn to lead class discussions, to analyze and critique peer-reviewed journal articles, and to enhance their presentation skills. Students will interpret graphical, spatial, and numerical data to support their positions. Content will emphasize the interactions among marine processes, biological features, and geologic landforms. Prerequisites: MAR-120 or GEO-100; GEO-306.

### **MAR-360 Plankton Ecology**

**4 credits**

Examines the diversity, physiology, and ecology of marine phytoplankton and zooplankton. Students will survey the dominant plankton groups, their distribution, nutritional requirements, growth kinetics, and behavior. Planktonic predator/prey interactions and food web dynamics will be discussed. Students will also examine the interdisciplinary nature and role of plankton in biogeochemical cycles. Three hours of lecture and one three-hour lab per week. Weekend field trips may be required. Prerequisites: MAR-120 and MAR-121; or BIO-116.

### **MAR-380 The Learning and Teaching of Marine Science**

**4 credits**

This field-based course provides a practical experience in integrating marine science with pedagogical concepts. Students will use scientific methodology to explain marine ecosystems through specially designed, inquiry-based exercises. During these activities, students will address the process of applying college-level content to their own classroom settings, considering national and state standards. Hands-on, field-based exercises will provide experience with a diversity of marine habitats and the biological, geological, hydrological, and physical processes that influence them. Visited habitats can include rocky intertidal, salt marsh, tidal flat, beach and channel sand bars. As a result, students will develop field and laboratory skills in marine science and use them in designing materials for their own classroom use.

### **MAR-401 Marine Ecology**

**4 credits**

The purpose of this course is to introduce students to fundamental principles in ecology, as it relates to marine systems. Topics include the marine environment and its influence on the organisms living there; biodiversity and speciation; factors regulating population dynamics in marine systems; larval and fisheries ecology; species interactions such as predation, competition, and symbiosis; factors regulating productivity and energy flow in marine systems; and marine conservation. Hands-on laboratory exercises will provide students with the opportunity to design and conduct experiments related to marine ecology, and to collect, analyze, and interpret data from those experiments. Ecosystem modeling will also be introduced. Three hours of lecture and one three-hour lab per week. Weekend field trips may be introduced. Prerequisites: BIO-272, BIO-272L.

### **MAR-410 Physical Oceanography**

**3 credits**

Introduction to the physical aspects and processes of the oceans and their influence on marine ecosystems and Earth processes. Topics include distribution of salinity and water temperature and their effect on water movement, the oceanic heat budget, atmospheric and oceanic interactions, ocean currents including surface and deep water circulation, waves, tides, and medium- to small-scale circulation features. Throughout the course, emphasis is placed on how these physical processes affect the biology and chemistry of the ocean. Three hours of lecture per week. Weekend field trips may be required. Prerequisites: MAR-120.

### **MAR-480 Senior Thesis**

**3 credits**

A senior thesis is optional for marine sciences majors. However, a senior thesis is required for eligibility to graduate with honors in marine sciences. The topic for investigation will be chosen by the student in consultation with the faculty of the Department of Geological, Environmental, and Marine Sciences. The student must initiate consideration of a proposal to the Department. The proposal must contain a discussion of the proposed project and a timetable to be followed in the study. A departmental committee consisting of a major and minor advisor will evaluate the written paper submitted at the conclusion of the study or other approved venue. An oral presentation before the department at the

conclusion of the semester in which the study is completed is required. Proposals must be submitted in final form no later than the end of the ninth week of the semester prior to the semester in which the study is undertaken. Prerequisites: senior standing in the marine sciences major and permission of department chair.

### **MAR-490 Independent Research and Study**

1-4 credits

Immerses the student in field or laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

### **MAR-491 Internship in Marine Sciences**

1-4 credits

A supervised work experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placements may be in private, public, non-profit, or governmental organizations. These can include consulting firms, regulatory agencies, advocacy groups, and educational or research institutions. Normally, 50 hours of internship per credit is required. A mutually agreed upon method of evaluation will be formalized prior to the approval of the internship by the sponsoring faculty and could include a term paper or project report and a poster presentation. Prerequisite: 2.5 GPA and permission of instructor.

## **MARKETING (MKT)**

### **MKT-200 Marketing Principles**

3 credits

This course examines market characteristics, consumer buying habits and motives, and functions of marketing within the framework of the strategic marketing planning process. Concepts and current practices in product development, pricing, promotion, distribution, and international marketing are studied.

### **MKT-310 Business-to-Business Marketing**

3 credits

This course examines the business-to-business marketplace, and the planning and control tools used by its entities in managing the product, pricing, promotion, channel and supply chain management strategies. Prerequisite: MKT-200.

### **MKT-320 Consumer Behavior**

3 credits

The nature and determinants of consumer behavior are studied, with attention given to the influence of socio-psychological factors such as personality, small groups, demographic variables, social class, and culture on the formation of consumer attitudes, consumption patterns, and purchasing behavior. Prerequisite: MKT-200. Required for advertising majors.

### **MKT-330 International Marketing**

3 credits

This course examines the global marketplace and the complexities of its environmental influences, and necessary adaptations in formulating the strategies for product, pricing, promotion, channel and supply chain management. Prerequisite: MKT-200.

### **MKT-340 Personal Selling**

3 credits

Examines persuasive techniques utilized in sales presentations conducted on a person-to-person basis. Major course emphasis is on developing effective selling techniques; understanding the company, its products and the role of the salesperson in implementing product/market strategies; understanding the customers and the selling environment; application of effective sales presentation techniques; recognizing selling opportunities and careers. Prerequisite: MKT-200.

### **MKT-345 Customer Focus in the Supply Chain**

3 credits

Marketing supply chain management programs are concerned with the creation and delivery of value to customer and organizations. No longer simply the domain of the warehouse manager or logistics director, supply chain management is viewed by most companies as a mission-critical element. Marketing focuses on developing an understanding of customers and markets, creating products and services based on that understanding, and communicating and delivering the value added. This course will teach the student the essential role of marketing in all aspects of successful supply chain management - relationship management, technological and financial - and it will help the student understand the structure, functions, principles and methods employed in discovering and translating consumer needs and wants into product and service specifications and then transferring these goods and

services from producers to consumers or end users. Prerequisites: MKT-200 and GSC-115 or permission of instructor.

### **MKT-250 Retailing Management**

3 credits

The principles underlying successful retailing are analyzed within the framework of the strategic-planning process. Topics covered include location, merchandise planning, customer service, image, atmosphere, layout, pricing, promotion, personnel and operations management. Prerequisite: MKT-200.

### **MKT-260 Services Marketing**

3 credits

Focuses on the unique challenges of managing services and delivering quality service to customers. Emphasis is placed on the total organization, and how effective marketing and customer focus must be coordinated across multiple functions. The course is applicable to service organizations and to organizations that depend on service excellence for competitive advantage. Topics include customer-focused management, and customer satisfaction, retention, lifetime value and profitability. Students will learn to map services, understand customer expectations, and develop relationship marketing strategies. Prerequisite: MKT-200.

### **MKT-366 Marketing Research**

3 credits

Topics include specific research procedures in gathering, processing, analyzing, and presenting information relevant to marketing problems: advertising planning and effectiveness; product development; distribution channels; sales techniques; consumer behavior; and forecasting. Student learning about research planning, implementation, and interpretation is facilitated by the use of projects or cases. Prerequisites: MKT-200; MSD-200, MSD-201; junior standing. Required for marketing and advertising majors.

### **MKT-370 Internet Marketing**

3 credits

This course emphasizes the discipline of internet marketing, including practices of leading online marketing companies, state of the art online research and demonstrates how the Internet is creating value for customers and profits for businesses while also fitting into a firm's complete marketing strategy. This course will provide a strategic and tactical toolkit for the online marketer, help students

understand how and why the Internet is changing traditional marketing and allow students to develop the skills, strategies and tactics important to develop successful Internet marketing plans. Prerequisites: MKT-200 and CIS-185.

### **MKT-380 Healthcare Marketing**

3 credits

The purpose of this course is to introduce students to the role, functions and tasks of healthcare marketing. Attention is devoted to applying basic marketing principles to the healthcare sector. Marketing decision making and analysis will be emphasized through the use of cases and current readings that focus on a variety of healthcare organizations, including hospitals, assisted living facilities, MCOs, and pharmaceutical companies. Prerequisite: MKT-200 or permission of instructor.

### **MKT-440 Sales Management**

3 credits

By means of lectures, discussions, and case studies, the field of marketing management is analyzed from the viewpoint of sales executives. The responsibilities for planning and administering personal selling operations are emphasized. Considerable attention is given to other activities for which sales executives may be wholly or jointly responsible, such as decision making on promotion and brand management. Prerequisites: MKT-200 and senior standing.

### **MKT-460 Marketing Management Seminar**

3 credits

This capstone course for marketing majors employs a top management approach to the overall marketing task, including planning, organizing, controlling, and integrating all the activities of the marketing program. Integration of marketing with other operations of the business unit is emphasized. Major problems and current trends are identified and analyzed through case discussion. Prerequisite: Marketing major and 15 semester hours of marketing. Required for marketing majors.

### **MKT-469 Selected Topics in Marketing**

3 credits

The study of a topic (or combination of topics) that represents some dimension of marketing or has important and direct implications for marketing management. Theoretical foundations as well as special applications of marketing decision making may be explored. Readings, research, lectures, discussions, or

other appropriate methods are employed to stimulate student learning. Prerequisite: MKT-200 and senior standing or permission of instructor.

### **MKT-490 Independent Research and Study**

3 credits

Topic to be approved by the professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation, which may be counted as a business or free elective.

### **MKT-491 Internship-Based Independent Study**

3 credits

Provides the student an opportunity to supplement and apply classroom work in supervised employment with participating marketing and advertising firms. Requirements include a journal with a log of daily activities, and a project or term paper presented to and evaluated by the internship sponsor. Evaluation will also include a report by the company on the intern's performance. Credits may be used to satisfy business or free elective requirements. Prerequisite: permission of instructor.

## MULTICULTURAL STUDIES (MCS)

### **MCS-110**

#### **Race, Class and Gender in America**

3 credits

This interdisciplinary course analyzes the ways in which race, class, gender and ethnic relationships shape the experience of all persons in this society. It examines the categories of race, class and gender as social constructs that have been historically developed and sustained by economic, social, political, and cultural factors.

### **MCS-220**

#### **Issues in Multicultural Studies**

3 credits

An examination of issues and questions posed by the existence of diversity in social life. Students build on what they have learned in MCS-110 by focusing in greater depth on selected aspects of multicultural interaction. Topics change each semester and are listed in the course roster. Recent topics include "Understanding Privilege," "The Meaning of Difference," and "Narratives of Human Difference: Science, Politics, Literature." Prerequisite: MCS-110 or permission of instructor.

### **MCS-280**

#### **Directed Study in Multicultural Studies**

1–4 credits

An intensive study experience in multicultural studies. The student designs and carries out a course of focused study under the supervision of a multicultural studies faculty member. The student's proposed plan of work must be reviewed and approved by the faculty sponsor and by the multicultural studies advisory committee. May be repeated once for credit.

### **MCS-491**

#### **Internship in Multicultural Studies**

1–4 credits

A supervised community service of work experience at an approved site. Placements are made in accordance with each student's particular theme within multicultural studies. A minimum of three hours per week on site per credit (39 hours per semester); in addition, students complete readings and reports and meet weekly with the instructor. Primarily for multicultural studies minors in their junior or senior year.

## MUSIC (MUS)

### **MUS-105**

#### **Survey of Music History I**

3 credits

A chronological survey of Western music from the Medieval through the Baroque periods stressing the origin and evolution of musical forms, musical styles, and the important composers before 1750. The relation between the music and the aesthetic movements of each period is studied. Fall.

### **MUS-106**

#### **Survey of Music History II**

3 credits

A chronological survey of Western music from the classical through the contemporary periods stressing the origin and evolution of musical forms, musical styles, and the important composers since 1750. The relation between the music and the aesthetic movements of each period is studied. Spring.

### **MUS-109S**

#### **Basic Music Theory**

This is a beginner's course in music theory. It familiarizes the student with the basic elements (e.g., staff, clefs, time signatures, musical notation, intervals, triads and chords). This course is ideal for both the student wanting to know only the essential, or the student wanting to go on to develop their theoretical

skills. For non-music majors, MUS-109S counts toward graduation and grades are awarded on an A-F basis. For music majors, MUS-109S does not count toward graduation, and grading is on a pass ("Y") or fail ("Z") basis.

### **MUS-110 Music Theory I**

3 credits

A practical introduction to the basic elements of music, beginning with the reading of music notation. Practice in scales and chords; ear-training in rhythm and pitch. Techniques may be applied to the student's own instrument (e.g., guitar, piano, winds) if he or she plays one. Fall. Prerequisite: MUS-109S or placement. Co-requisite: MUS-110L.

### **MUS-110L Music Theory I Lab**

1 credit

Dictation, aural skills training, sight singing, and keyboard skills to accompany MUS- 110 (Music Theory I). Co-requisite: MUS-110. Prerequisite: MUS-109S or placement.

### **MUS-111 Music Theory II**

1 credit

Continuation of MUS-110, leading to some original composition. Prerequisite: MUS-110 and MUS-110L; Co-requisite: MUS-111L.

### **MUS-111L Music Theory II Lab**

1 credit

Dictation, aural skills training, sight singing, and keyboard skills to accompany MUS- 111 (Music Theory II). Co-requisite: MUS-111. Prerequisite: MUS-110 and MUS-110L or placement.

### **MUS-120 Music and Society**

3 credits

Introduction to the basic elements of music (rhythm, melody, harmony, etc.) and the appreciation of representative types of music from all historical periods.

### **MUS-127 Instrumental Ensemble Band**

1 credit

Ensemble rehearsal and performance of traditional and current concert band music. Maximum of eight credits are accepted in band, choir, and/or theater production.

### **MUS-128**

#### **Choir**

1 credit

A performing group that presents a concert each semester. Opportunity given for solos and small ensembles. Even though no audition is required, those who have had some previous choral or singing experience are encouraged to join. Maximum of eight credits are accepted in choir, band, and/or theater production.

### **MUS-130**

#### **Music in Children's Lives**

3 credits

Students in this course will study how music interacts in the lives of children as they sing, listen, play instruments and move. Song repertoire and selections for listening and moving from the American, European and non-Western cultures will be introduced. Playing recorder as well as pitched and non-pitched percussion instruments will be demonstrated.

### **MUS-131**

#### **Beginning Piano I**

3 credits

Class approach to learning to play the piano. How to read music, basic piano technique, and appropriate piano pieces and songs are studied. Fall and spring.

### **MUS-132**

#### **Beginning Piano II**

3 credits

Continuation of Music-131. Emphasis on further development of technique and the ability to interpret piano music from a variety of styles. Prerequisite: MUS-131 or equivalent. Spring.

### **MUS-150A, MUS 150C**

#### **Applied Flute**

2 credits

### **MUS-150B, MUS-150D**

#### **Applied Flute**

1 credit

### **MUS-151A, MUS-151C**

#### **Applied Oboe**

2 credits

### **MUS-151B, MUS-151D**

#### **Applied Oboe**

1 credit

### **MUS-152A, MUS-152C**

#### **Applied Clarinet**

2 credits

### **MUS-152B, MUS-152D**

#### **Applied Clarinet**

1 credit

### **MUS-153A**

#### **Applied Bassoon**

2 credits

### **MUS-154A**

#### **Applied Saxophone**

2 credits

### **MUS-155A**

#### **Applied French Horn**

2 credits

### **MUS-156A, MUS-156C**

#### **Applied Trumpet**

2 credits

### **MUS-156B, MUS-156D**

#### **Applied Trumpet**

1 credit

### **MUS-157A**

#### **Applied Trombone**

2 credits

### **MUS-158A**

#### **Applied Euphonium**

2 credits

### **MUS-159A**

#### **Applied Tuba**

2 credits

### **MUS-160A , MUS-160C, MUS-160E**

#### **Applied Guitar**

2 credits

### **MUS-160B, MUS-160D**

#### **Applied Guitar**

1 credit

**MUS-161A**  
**Applied Violin**  
 2 credits

**MUS-162A**  
**Applied Viola**  
 2 credits

**MUS-163A**  
**Applied Cello**  
 2 credits

**MUS-164A, MUS-164C**  
**Applied String Bass**  
 2 credits

**MUS-164B, MUS-164D**  
**Applied String Bass**  
 1 credit

**MUS-165A, MUS-165C**  
**Applied Piano**  
 2 credits

**MUS-165B, MUS-165D**  
**Applied Piano**  
 1 credit

**MUS-166A**  
**Applied Organ**  
 2 credits

**MUS-167A**  
**Applied Percussion**  
 2 credits

**MUS-167B**  
**Applied Percussion**  
 1 credit

**MUS-168A, MUS-168C, MS-168E,**  
**MUS-168G**  
**Applied Voice**  
 2 credits

**MUS-168B, MUS-168D, MUS-168F**  
**Applied Voice**  
 1 credit

**MUS-169A**  
**Applied Composition**  
 2 credits

**MUS-199**  
**The Arts in Contemporary Civilization**  
 3 credits

An integrated study of the arts and their place in contemporary American life. Includes attendance at several events in art, music, and drama.

**MUS-204**  
**Jazz History**

3 credits  
 Survey from 19th C. roots to 21st C. styles. Development of listening skills and overview of musical skills used by jazz performers. Exploration of the relationship between jazz and poetry, race relations, and the reputation of jazz in popular culture. Prerequisite: CMP-120 or LL-131.

**MUS-205**  
**History of Pop and Rock Part I**

3 credits  
 Students will receive grounding in the origins and flow of popular music up to the break-up of the Beatles. They will learn the musical developments set in their historical and sociological contexts.

**MUS-206**  
**History of Pop and Rock Part 2**

3 credits  
 Students will receive grounding in the developments and flow of popular music from the 1970s to today. They will learn the specific musical developments set in their historical and sociological contexts.

**MUS-207**  
**Masterworks in Music**

3 credits  
 Major works by great composers from different historical periods--Mozart, Beethoven, Brahms, and Wagner, among others--are studied. Up to 10 compositions by six composers are covered, with an emphasis on listening to recorded and live performances of representative works.

**MUS-208**  
**Music of the Theatre**

3 credits  
 A study of music drama both historical and contemporary covering European opera of the Baroque, classical and romantic periods, and the American musical theatre, especially the contemporary Broadway musical.

**MUS-209**  
**Great Composers**

3 credits  
 A study of selected major composers--life, works, and historical significance--with an emphasis on the listening experience. Bach, Mozart, Beethoven, Tchaikovsky, Stravinsky, or others.

**MUS-210**  
**Music Theory III**

3 credits  
 Analysis of musical forms, including binary, rounded binary, ternary, and popular song. Identification of techniques that support musical form, including harmonic language, contrast/repetition, compositional process. Advanced sight singing and aural drills. Prerequisites: MUS-111 and MUS-111L.

**MUS-211**  
**Music Theory for Musical Theatre**

3 credits  
 Analysis of music theater songs, scenes and scores. Various techniques, placement of examples into historical, musical, artistic, and literary perspective. Reading of full and piano/vocal scores, conducting, orchestration and harmonic language will be emphasized. Prerequisite: MUS-111 and MUS-111L.

**MUS-212**  
**Cartoon and Anime Culture**

3 credits  
 This course investigates the music and culture of animated films and television shows, anime, animated shorts including cartoons, and related incidental music for documentary films.

**MUS-213**  
**Digital Comp of Pop Music I**

3 credits  
 This course is about "the doing of music". It ties music theory to pragmatic concerns with keyboards and software in the making and distribution of music.

**MUS-214**  
**Writing about Music**

3 credits  
 This course instructs students in the art of writing about music, from small-form criticism to large-scale scholarship, focusing especially on the ability to translate what one hears into engaging prose. Prerequisites: CMP-120 and 125; MUS-110, 110L and 213.

**MUS-215****Music and Technology in a Mobile Society**

3 credits

This course compares the recent history of music technology to past innovations, focusing on the aesthetic implications and ideological influences of an increasingly mobilized musical milieu.

**MUS-216****Digital Composition of Pop Music II**

3 credits

This course is about “the doing of music.” It ties music theory to pragmatic concerns with keyboards and software in the making and distribution of music, continuing the content begun in The Digital Composition of Popular Music I.

**MUS-217****Black Music in America**

3 credits

This course covers the history of music made by and/or about African Americans, from minstrel shows to hip-hop and everything in between.

**MUS-218****Postmodernism and Popular Culture**

3 credits

This course considers music in light of the ideological trends of postmodernism in order to better understand contemporary music in its cultural context.

**MUS-233****Intermediate Piano**

3-12 credits

Continuation of MUS-132 with further development of reading skills, piano techniques and interpretation. Each student studies a set of pieces selected together with the instructor tailored specifically to the students' needs and interests.

**MUS-300****Beethoven and the Romantic Age**

3 credits

A study of the Romantic period with particular emphasis on Beethoven. The classical heritage, the transformation of that heritage into romantic terms, the prominent influence of Beethoven on 19th-century musical style.

**MUS-303****Music Literature: Baroque Era**

3 credits

A survey of European musical styles from c. 1600 to 1750, approached by listening to the music of the period, including Bach, Handel, and many lesser-known masters. Topics in-

clude the development of modern musical sound, instrumental forms, Lutheran and Catholic church music, and the beginnings of dramatic music.

**MUS-304****Music of the Beatles**

3 credits

This course is a very in-depth analysis of the music and personalities of the Beatles. The student will gain in-depth insight to the Beatles songs and albums as the course proceeds through the music chronologically. This will be contextualized historically and sociologically where required.

**MUS-306****Contemporary Music Experience**

3 credits

A survey of European and American musical styles of the late 19th and 20th centuries. Topics include postromantic music, neoclassicism, serialism, electronic music, and the current avant garde.

**MUS-307****The Music of Radiohead**

3 credits

This course investigates the music, lyrics, art and marketing strategies of the British so-called “alternative” band, Radiohead, moving song-by-song through their demos, videos and albums.

**MUS-308****World Music**

3 credits

The student is introduced to selected world cultures by listening to and analyzing specific music that is indigenous to each culture. The position and importance of the music within each society will be the main focus of the investigation. Comparing this music to the music of our American culture will provide a basis for judging and interacting with unfamiliar world cultures.

**MUS-309****Film Music**

3 credits

A study of music in feature film, documentary film, and television. A chronological survey of film music from silent to contemporary film, animated shorts, and television, with emphasis on listening to recorded performance of representative works.

**MUS-312****The Arts Abroad**

3 credits

A two-week trip abroad that includes a critical study of music and theater. Students are required to attend all performances, guided tours, and classes before and after the trip.

**MUS-350A****Applied Flute**

2 credits

**MUS-350B****Applied Flute**

1 credit

**MUS-351A****Applied Oboe**

2 credits

**MUS-351B****Applied Oboe**

1 credit

**MUS-352A****Applied Clarinet**

2 credits

**MUS-353A****Applied Bassoon**

2 credits

**MUS-354A****Applied Saxophone**

2 credits

**MUS-355A****Applied French Horn**

2 credits

**MUS-356A****Applied Trumpet**

2 credits

**MUS-356B****Applied Trumpet**

1 credit

**MUS-357A****Applied Trombone**

2 credits

**MUS 358A -  
Applied Euphonium**  
2 credits

**MUS-359A  
Applied Tuba**  
2 credits

**MUS-360A  
Applied Guitar**  
2 credits

**MUS-360B  
Applied Guitar**  
1 credit

**MUS-361A  
Applied Violin**  
2 credits

**MUS-362A  
Applied Viola**  
2 credits

**MUS-363A  
Applied Cello**  
2 credits

**MUS-364A  
Applied String Bass**  
2 credits

**MUS-364B  
Applied String Bass**  
1 credit

**MUS-365A  
Applied Piano**  
2 credits

**MUS-365B  
Applied Piano**  
1 credit

**MUS-366A  
Applied Organ**  
2 credits

**MUS-367A  
Applied Percussion**  
2 credits

**MUS-368A,  
MUS-368E  
Applied Voice**  
2 credits

**MUS-368B  
Applied Voice**  
1 credit

**MUS-369A  
Applied Composition**  
2 credits

**MUS-490  
Independent Research and Study**  
1-4 credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 Credits. Approval of the faculty sponsor, department chair, and dean required prior to enrollment. Pre-requisite: junior or senior standing; good academic standing.

**MUS-491  
Internship in Music**  
1-4 credits

Provides junior or senior music majors with the opportunity to gain practical experience working within a professional music environment. Students must be sponsored by a music professor. For each academic credit, interns must work 48 hours for the semester, or approximately 3.7 hours each week. Pre-requisite: permission of instructor.

**MUS-493  
Selected Topics in Music  
Performance**  
3 credits

Intensive study of a particular topic in applied music for the intermediate to advanced student. Students are led to understand the historic and aesthetic elements in music through critical listening, performance, research, and class projects.

**MUS-495  
Selected Topics in Music**  
3 credits

Studies specialized aspects of the literature, history, or theory of music, to supplement the established curriculum. Emphasis on creative investigative work and individual experiences in music.

**MUS-499  
Senior Honors Program**  
3 credits

A senior honors program may be submitted in partial fulfillment of requirements for graduation with honors in fine arts. Honors work is limited to those departmental majors with a GPA of 3.5 in fine arts courses and cognates. The program, planned under the direction of a faculty advisor, represents a culmination of demonstrated excellence in a specific area of fine arts. Candidates for honors in fine arts must be approved by the department chairperson and the faculty.

## MUSICAL THEATRE (MTR)

**MTR-105  
Musical Theatre Practicum**  
1 credit

This course explores the literature of musical theatre vocal ensembles. It emphasizes examining a wide range of styles. This is a studio/academic class, not a performance ensemble.

**MTR-109  
Ballet I**  
1 credit

This course introduces the basic elements of ballet technique. Technique is based on the five positions of the legs and feet, coupled with appropriate arm positions. The class consists of a basic ballet barre warm-up that includes stretching and developing strength and turn-out used in dance positions and combinations. Instruction includes jumping, turning, and connecting steps with movement. Ballet terminology is addressed.

**MTR-110  
Ballet II**  
1 credit

Continuation of MTR-109, building upon techniques learned in that course. Prerequisite: MTR-109.

**MTR-111**  
**Musical Theatre Lab**  
0 credits

**MTR-120**  
**History of American Musical Theatre**  
3 credits

The history of the American Musical from the first American production in 1750 of Gay's The Beggar's Opera up to the present will be traced. Emphasis will be placed upon those common elements which are solely intrinsic to the American stage.

Developments and imported ideas (e.g., The British Invasion) will be highlighted.

**MTR-131**  
**Music Theory for Musical Theatre**

3 credits

Teaches students to understand musical form, structure, melody, rhythm and harmony by applying these concepts to musical theatre literature. Includes full analysis of musical theatre songs. Required in the first year.

**MTR-132**  
**Group Piano**

1 credit

Offers the musical theatre student appropriate keyboard technique to play any vocal part and to play a rudimentary accompaniment. Required of all second-year students. Offered every Fall. Prerequisite: MTR 131

**MTR-133**  
**Sight Singing for the Musical Theatre**

3 credits

Intensive class in reading music, designed for musical theatre students. Traditional solfeggio techniques used with musical theatre texts whenever possible. Required of first-year students. Offered every Spring. Prerequisite: MTR-131.

**MTR-207**  
**Musical Theatre Vocal Coaching**

3 credits

Vocal coaching and repertoire preparation with a focus in developing the skill sets required to research and prepare music theater repertoire. Special emphasis is given to creating and maintaining the professional audition book. Open to music theater majors only. Prerequisite: MTR-101.

**MTR-209**  
**Tap Dance I**

1 credit

Introduction to the basic elements of tap dancing. Tap technique is geared to enhance rhythm and motor skills, basic elements that will be used to connect several steps and movements into combinations. Other variations such as "soft shoe" or "clogging" are included.

**MTR-210**  
**Tap Dance II**

1 credit

Continuation of MTR-209. Combinations most often used in music theater productions are emphasized. Prerequisite: MTR-209.

**MTR-211**  
**Ballet III**

1 credit

Intermediate ballet, expanding upon Ballet II and concentrating upon the American lineage of ballet training. Prerequisite: MTR-110.

**MTR-212**  
**Ballet IV**

1 credit

Continuation of MTR-211. Intermediate ballet, expanding upon Ballet III and concentrating upon the American lineage of ballet training. Prerequisite: MTR-211.

**MTR-215**  
**Musical Theatre Performance: Song as Text**

3 credits

In this course the student will learn how to develop a performance of musical text by making doable, actable choices and applying those choices to musical monologues – solo songs. Prerequisite: THE-110.

**MTR-216**  
**Acting for Musical Theatre I**

3 credits

This professional skills course, intended for music theater majors, builds upon the student's previous acting training. Through various exercises and activities (both individual and group), the student will begin to develop a clear method for preparation that addresses first their own instrument, and then (through various methods of analysis) the character and the play. Students will begin to utilize and apply the studied techniques and exercises to simple monologues and a scene. Behavioral truth will precede the more sophisticated studies of emotional truth.

**MTR-217**  
**Acting for Musical Theatre II**

3 credits

Continuation of MTR-216. Methods for preparation are expanded as students learn and experience techniques for exploring and developing characters. This semester will focus on the application of the skills and acting techniques studied in the first semester to the needs of dramatic and sung material. Students are expected to synthesize content and skills acquired in the Speech for the Actor, Body Awareness and Movement classes. Prerequisite: MTR-216.

**MTR-218**  
**Musical Theatre Scene Study I**

3 credits

Scene study class exploring the literature of the musical theatre – emphasis placed on two – and three-character scenes. Required of all second-year students. Offered every Spring. Prerequisite: THE 208.

**MTR-219**  
**Musical Theatre Scene Study II**

3 credits

Further exploration of scenes in the musical theatre literature – emphasis on more complex scenes. Required of all third-year students. Offered every Fall. Prerequisite: MTR-218.

**MTR-251**  
**Styles and Genres I**

3 credits

Focuses teaching and learning on the ways in which musical and textual understanding inform the interpretation and performing of representative composers from the Standard, Classical, and Traditional periods of musical theater. Composers to be studied will include Rodgers and Hammerstein, Lerner and Loewe, Kern, Berlin, Gershwin, Porter, Arlen, Blitstein and Weill.

Prerequisites: MUS-111, MUS-111L, THE-107, MTR-216.

**MTR-252**  
**Styles and Genres II**

3 credits

Focuses teaching and learning on the ways in which musical and textual understanding inform the interpretation and performing of representative composers from the Contemporary (Non-Pop/Rock) period of music theater. Composers to be studied will include Sondheim, Styne, Kander and Ebb, Guettel, Matby and Shire, and Bernstein.

Prerequisites: MUS-111, MUS-111L, THE-107, MTR-216.

### **MTR-253 Styles and Genres III**

**3 credits**

Focuses teaching and learning on the ways in which musical and textual understanding inform the interpretation and performing of representative composers from the Contemporary, Pop/Rock period of music theater. Composers to be studied will include Webber, Schwartz, Fenn, Flaherty, Menkin, Brown, LaChiusa, and Lippa.

Prerequisites: MUS-111, MUS-111L, THE-107, MTR-216.

### **MTR-255 Musical Theatre Repertoire I**

**3 credits**

This course provides the opportunity to encounter/examine the repertoire of the major musical theatre writers through the 1950s. The thrust of this class is split between studio work and academic work. Offered every Fall. Prerequisites: THE-106, THE-208.

### **MTR-256 Musical Theatre Repertoire II**

**3 credits**

This course provides the opportunity to encounter/examine the repertoire of the major musical theatre writers since the 1950s. The thrust of this class is split between studio work and academic work. Offered every Spring. Prerequisites: THE-106, THE-108.

### **MTR-309 Jazz Dance I**

**1 credit**

Based upon the ballet foundation, this course explores the expressive style of jazz dance, and basic Western theatrical dance forms and social dances used most often on the stage. Prerequisite: MTR-109.

### **MTR-310 Jazz Dance II**

**1 credit**

Continuation of work begun in MTR-309. Prerequisite: MTR-309.

### **MTR-311 Jazz Dance III**

**1 credit**

This course continues the work begun in MTR-309 and 310.

### **MTR-312 Jazz Dance IV**

**1 credit**

This course continues the work begun in MTR-309, 310 and 311.

### **MTR-313 Ballet V**

**1 credit**

Advanced ballet, expanding upon Ballet IV and concentrating upon the American lineage of ballet training. Inclusion of advanced combinations, physical development and coordination skills. Prerequisite: MTR-212.

### **MTR-314 Ballet VI**

**1 credit**

Continuation of MTR-313. Advanced ballet, expanding upon Ballet IV and concentrating upon the American lineage of ballet training. Inclusion of advanced combinations, physical development and coordination skills. Prerequisite: MTR-313.

### **MTR-317 Musical Theatre Auditions: Preparation/Technique**

**3 credits**

This course, building upon skill-sets established in the Music Theatre singer-actor curriculum, will introduce and hone the required skill-sets for preparing to audition in Music Theatre. Genres and styles of music most often required for auditioning in the industry will be prepared and explored. An audition "book," based upon the demands of the industry, as well as the most suitable material for each student will be built. When appropriate, guests from the industry will be invited to present master classes and evaluations in a "mock audition" process.

Prerequisites: MTR-207, MTR-216, MTR-217, MTR-492.

### **MTR-335 Speech for the Actor**

**3 credits**

This course introduces and develops speech techniques, specifically in the areas of relaxation, posture and alignment, respiration, phonation, support, registration, resonance, and articulation. Students learn to consistently produce a free, resonant, fully supported speaking voice. Exercises will increase flexibility and range of speaking and will foster heightened responsiveness to feeling. Regular practice in the delivery of both impromptu and prepared monologues is required. This course includes studies in Neutral American Speech.

### **MTR-402**

#### **Directing Musical Theatre/Opera**

**3 credits**

This elective course investigates how conceptual ideas and the process of script analysis are used in putting together a music theatre production for performance. Instruction includes staging ideas and elements needed for a complete production. Other theatrical aspects of choreography, properties, costumes, lighting, and set design are addressed. It is recommended that students complete MTR-496 before taking MTR-402.

### **MTR-415**

#### **Musical Theatre Dance I**

**1 credit**

First capstone course in the Musical Theatre dance sequence. Practical and historical study of Broadway dance styles; main focus on jazz idiom. Emphases placed on technique, performance quality, and auditioning skills. Prerequisites: Completion of Ballet, Tap, and Jazz requirements; senior standing.

### **MTR-416**

#### **Musical Theatre Dance II**

**1 credit**

Second capstone course in the Musical Theatre dance sequence. Continuing study of Broadway dance styles. Emphasis is placed on technique, performance quality, and auditioning skills. Pre-requisite: MTR-416

### **MTR-490**

#### **Independent Research and Study**

**1-4 credits**

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 Credit hours. Approval of the faculty sponsor, department chair, and dean required prior to enrollment. Pre-requisite: junior or senior standing, good academic standing.

### **MTR-491**

#### **Internship in Musical Theatre**

**1-12 credits**

Provides junior or senior musical theatre majors with the opportunity to gain practical experience working within a professional environment. Students must be sponsored by a musical theatre or theatre professor. For each academic credit, interns must work 48 hours for the semester, or approximately 3.7 hours each week. Prerequisite: permission of instructor.

**MTR-492****Singing Actor: Musical Theatre**

3 credits

This semester combines all dramatic and musical studies to create an authentic and believable character that is both emotionally truthful and musically expressive. Music is studied as "script" and dramatic choices are prepared in relationship to all elements present in the score. Prerequisites: MTR-216 and MTR-217

**MTR-493****Musical Theatre Production**

1 credit

Preparation and performance of a solo or ensemble role in a fully staged music theatre production. Concurrent participation in stage crew activities is required.

**MTR-493T****Musical Theatre Production:****Technical Crew**

1 credit

**MTR-496****Musical Theatre Workshop**

3 credits

This class, building upon the foundational studies associated with preparation and exploration (both dramatic and musical), focuses on performances. Students are taught methods for synthesizing all former training in acting, music, and movement to the needs of the character and the play/score. Each student fully prepares at least two complete roles from the music theater repertoire. The class culminates in a performance of scenes--the Junior Cabaret!

Prerequisites: MTR-216, MTR-217, MTR-492.

**MTR-511****Musical Theatre Ensemble**

1 credit

The performance-based, auditioned music theater ensemble engages multiple singers/actors/dancers in performance, utilizing scenes from music theater literature as the primary material. Emphasis is placed upon group interaction and building an ensemble. This ensemble often is asked to perform for University sponsored events.

**NURSING (NUR)**

**(Note:** These Courses are only open to students in the RN to Bachelor of Science in Nursing Program.)

**NUR-400****Professionalism and Professional Values**

3 credits

This course provides a foundation of concepts of professionalism to facilitate participation and engagement in professional or community-based organizations that advocate for quality and access to health care. Learning activities and assignments will focus on strategies for self-assessment and self-reflection of one's values, moral integrity, and ability to act professionally at all times in complex health care delivery environments.

**NUR-401****Organizational and Healthcare Systems Leadership**

3 credits

This course provides a foundation of principles of leadership based on contemporary needs for qualified nursing leaders who can function and manage in complex healthcare delivery environments. Learning activities and assignments will focus on strategies for self-assessment and self-reflection of one's own leadership skills, knowledge, and attitudes that foster and promote nursing leadership in diverse healthcare delivery settings, and strategies for best practice in nursing leadership in the 21st century.

**NUR-402****Scholarship in Evidenced-Based Practice**

3 credits

This course provides a foundation of evidence-based research principles to translate evidence into practice and how research informs professional nursing practice to improve patient safety and outcomes. Learning activities and assignments will focus on strategies for learning how to assess scientific merit of data-driven research, apply evidence-based practice in appropriate ways, monitor and evaluate the impact of evidence-based practice on informed nursing practice and outcomes of care as well as collaborate with interprofessional health care teams to improve patient safety and outcomes in a variety of healthcare delivery settings.

**NUR-403****Information Management and Application of Patient Care Technology**

3 credits

This course provides a foundation of information management and application of patient care technology to enhance and improve patient safety and outcomes by examining linkages between information management systems and patient care technologies that support and are linked to safe nursing practice. The course examines how technology is used to inform nursing practice and enhance patient safety by applying safeguards and decision making support tools embedded in the technologies. Students are exposed to effective clinical information systems (CIS) to document nursing care, examine the ethical components of protecting patient information, challenges with data security, regulatory requirements, confidentiality and rights to privacy as well as examine the role of the professional nurse in updating and garnering information management resources and applying them in patient care settings.

**NUR-404****Healthcare Policy, Finance, and Regulatory Environments**

3 credits

This course provides a foundation of U.S. healthcare policy, including financial and regulatory policies, as well as the nature and functioning of the U.S. healthcare delivery system. There is emphasis on policy processes at the organizational, local, state, national, and global levels. Learning activities and assignments focus on strategies for learning how to assess the role of the baccalaureate-prepared nurse in policy formation and reformation at all levels, demonstrating understanding of the political process at all levels, developing effective advocacy strategies for vulnerable populations, how to identify and influence key stakeholders in the policy process, the importance of effective communication of key healthcare issues, and how to influence change in the political process at all levels when there is social injustice.

**NUR-405****Interprofessional Collaboration and Communication for Improving Healthcare Outcomes**

3 credits

This course provides a foundation of key concepts essential to promotion of effective interprofessional collaboration and communication for improving healthcare outcomes and patient safety. There is emphasis in the course on examination of the roles

and perspectives of scope of practice for selected healthcare disciplines in intra-and interprofessional healthcare teams to improve healthcare outcomes and promote patient safety, and on effective strategies for advocacy and communication patterns in healthcare delivery settings as healthcare professionals develop trust and respect for all members of the healthcare team while recognizing unique differences and contributions of roles to patient safety and outcomes.

### **NUR-406 Population Health Promotion and Prevention Across the Lifespan**

**3 credits**

This course provides a foundation of key concepts essential to population-focused nursing, the aggregate, community or population as the unit of care. The focus of the course is on health promotion/disease prevention with emphasis on the professional nurse role in clinical prevention of disease and care of populations applying concepts of primary, secondary, and tertiary health promotion across the lifespan, identifying determinates of health, prioritizing primary prevention across the lifespan, actively identifying and targeting populations benefitting from evidence-based preventive initiatives and clinical preventive guidelines, assessment strategies for individuals and populations, applying evidence-based practice to health promotion/risk reduction, and being an advocate for vulnerable and disenfranchised populations without resources or a voice.

### **NUR-407 Cultural Diversity in a Global Society**

**3 credits**

This course provides a foundation of key concepts essential to nursing care and professional nursing leadership in assessment, planning, design, implementation, and evaluation of the knowledge, skills, and attitudes they must have as leaders of healthcare delivery focusing on improved system safety and effectiveness. There is particular emphasis on the nursing leadership role at the baccalaureate level for nursing to recognize, interrupt, evaluate, and correct healthcare errors and to implement safety principles and work with others to create a safe, caring environment for every healthcare delivery encounter as they provide care themselves, are acting in a leadership capacity, or are overseeing and delegating to other non-licensed assistive personnel. The course content focuses on identification, assessment, planning, design, and evaluation of evidence-based practice change to improve patient safety and outcomes.

### **NUR-408 Gerontological Nursing Concepts**

**3 credits**

This course provides a foundation of key concepts essential to care of an aging population in a complex society. Given the diverse health status of the aging population, professional nurses must be able to develop competencies to provide high quality care to aging adults and their families or significant others. Specifically the course focuses on increased diversity and complexity of an aging society and selected health care needs, life transitions of aging adults, normal body system changes occurring with the aging process, the professional nurse role in principled care provided to a vulnerable population, and the role of the professional nurse as advocate and caregiver promoting the concepts of quality end-of-life care for aging adults, including pain and symptom management honoring the autonomy and self-wish of the aging client.

### **NUR-409 BSN Capstone Evidence-Based Microsystem Practice Change**

**3 credits**

This course provides a foundation for the baccalaureate nurse to have a solid understanding of the concepts of organizational and systems leadership, quality improvement, and safety that are essential to promoting high quality patient care impacting patient safety and outcomes. Professional nursing leadership skills are needed that emphasize ethical and critical decision-making, initiating and maintaining effective partnerships and working relationships, initiating and maintaining mutually respectful communication and collaboration skills within interprofessional healthcare teams, care coordination, delegation, and developing effective conflict resolution and consensus building strategies. Professional BSN nurses must be able to practice at the clinical microsystem level within ever changing, dynamic healthcare delivery settings and this course prepares the baccalaureate-prepared professional nurse with this knowledge, skills, and competencies to implement safety principles and work collaboratively with others on the interprofessional healthcare team to lead and participate in creating a safe, caring environment for healthcare delivery so every patient encounter is a safe, effective, and positive one through a 90-hour practicum in a selected healthcare organization.

### **PHILOSOPHY (PHL)**

#### **PHL-100 Plato and Aristotle**

**3 credits**

The beginnings of Western scientific and humanistic thought among the early Greeks and their progress into the two great systems of Plato and Aristotle. Selections from Plato and Aristotle are read and discussed to determine the meaning and significance of philosophical ideas that have subsequently influenced the whole history of Western civilization.

#### **PHL-101 Logic and Language**

**3 credits**

A study of the logical structure of argumentation in ordinary language, with an emphasis on the relation of logic to the uses of language in practical affairs. Traditional informal fallacies are studied as well. Discussions explore the nature of validity, truth, meaning, and evidence in relation to the evaluation of arguments.

#### **PHL-115 Ethics**

**3 credits**

A combined historical and systematic analysis of the problems of ethics. Such problems as the nature and meaning of moral values and judgments, moral responsibility and freedom, conscience and happiness, the good life, and the relativity of value, are explored through the writings of such philosophers as Plato, Aristotle, Aquinas, Kant, Mill, and Nietzsche.

#### **PHL-120 American Philosophy**

**3 credits**

The development of philosophical thought in the United States from the colonial era to the 20th century. Studies such thinkers as Edwards, Jefferson, Emerson, Thoreau, Peirce, James, Dewey, and King, and their ideas on human nature, free will, religion, morality, and politics.

#### **PHL-125 Philosophies of Education**

**3 credits**

Studies classical and contemporary theories of the nature, structure, and aims of education, including major works of such philosophers as Plato, Rousseau, and Dewey. The course will also introduce students to methods of critical philosophical analysis.

## **PHL-130 Political Philosophy**

3 credits

An introduction to the problems of political philosophy with an emphasis on recent and contemporary issues, such as the conflict between liberal and conservative ideologies, fascism, revolution, civil disobedience, and the concept of legitimate political authority.

## **PHL-202 Social Philosophy**

3 credits

Emphasizes social ethics through critical studies of such contemporary problems as abortion, euthanasia, the death penalty, pornography and censorship, animal rights, drug use, sexual morality, environmental ethics, and world hunger.

## **PHL-203 Business Ethics**

3 credits

Surveys and examines ethical problems concerning the institutions and practices of contemporary business. Problems considered include: the conflicts of economic freedom and social responsibility; the relation of profits to work and alienation; the responsibilities of business to employees, minorities, consumers and the environment; the role of truthfulness in business practices; and the ethics of self-fulfillment and career ambitions. Readings selected from works of contemporary and historical philosophers, social theorists, and business people.

## **PHL-207 Asian Philosophy**

3 credits

A survey of the principal philosophical perspectives of Asia. Emphasis on the traditional Indian schools of Hinduism, Jainism, and Buddhism, Chinese Confucianism and Taoism, and the development of Zen Buddhism in China and Japan. Philosophical topics include: mystical experience, the ultimate nature of reality, the existence of a soul, the causes of human suffering, and the possibility of release, the nature of virtue and its development, and the nature of society and government.

## **PHL-210 Symbolic Logic**

3 credits

An introduction to logic from the standpoint of modern symbolic methods, including techniques of formal deductive proof, quantification, the logic of relations, and proper-

ties of formal deductive systems. Discussions focus on philosophical issues in recent and contemporary logical theory.

## **PHL-225 Modern Philosophy**

3 credits

Examines one of the most exciting periods in the history of philosophy during which philosophers from Descartes to Kant tried to come to terms with the following questions: What is knowledge? Can we know the physical world exists? Can we have scientific knowledge? Can we know God exists? Can we even know whether we exist? The works of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume and Kant are read and discussed.

## **PHL-226 The Limits of Reason: 19th-Century Philosophy**

3 credits

Studies the nature and meaning of reason, freedom, individuality, and society in the writings of philosophers such as Fichte, Hegel, Schopenhauer, Emerson, Thoreau, Comte, Mill, Spencer, Marx, and Nietzsche. Examination of the impact of such philosophies as the dialectical theory of history, transcendentalism, evolutionary theory, positivism, and existentialism on ideas about the nature and limits of human reason.

## **PHL-230 Philosophy of the Sexes**

3 credits

Studies philosophical views of the differences between the sexes, sexual equality, love, marriage, and the family from ancient Greece to the 20th century. Texts from the contemporary women's and men's movements will also be examined.

## **PHL-252 The Nature of Art**

3 credits

An inquiry into the nature of art, creativity, aesthetic experience, and value. Special attention to the importance of art in relation to the nature of man and society. Readings from classical theories of art (Plato, Hegel, Schopenhauer, Croce, Santayana), as well as from contemporary analyses of 20th-century art.

## **PHL-300 Philosophy and Civilization**

3 credits

An investigation of the rise and fall of civilizations in history, studying philosophical questions such as is history cyclical? Linear? Progressive? Directed toward a final goal?

What is the role of the individual in history? Of economic, political, sociological, and psychological causes? Does history have a meaning? The works of St. Augustine, Vico, Hegel, Marx, and Toynbee, and the contemporary debate about the "clash of civilizations" between Islam and the West will be discussed.

## **PHL-303 Philosophy of Law**

3 credits

An examination and analysis of selected topics including classical and contemporary theories in the philosophy of law and moral philosophy. Such topics as the nature of the law and legal reasoning, the legal enforcement of morality, protection of personal liberty, and the moral justification of punishment are considered. Such philosophers as Aquinas, Austin, Holmes, Bentham, Hart, and Dworkin are read and discussed.

## **PHL-304 Medical Ethics**

3 credits

Introduces the student to ethical problems associated with the practice of medicine, the pursuit of biomedical research, and health care social policy. The course will explore such issues as: Is a physician morally obligated to tell a terminally ill patient that he or she is dying? Is society ever justified in enacting laws that would commit an individual, against his or her will, to a mental institution? Does society have a moral obligation to ensure that all its members have access to health care? To what extent, if at all, is it ethically acceptable to clone a human being? Under what conditions is human experimentation ethically acceptable?

## **PHL-305 Philosophy of Religion**

3 credits

An inquiry into the meaning, significance, and fundamental problems of religion as they appear in their philosophical perspective. The relation between religion and science, between faith and reason; religious experience, religious truth, and symbolism, etc. will be explored. Selections from the works of Anselm, Aquinas, Augustine, Paley, Hume, Kant, James, and Wittgenstein will be discussed.

## **PHL-310 Problems in 20th-Century Philosophy**

3 credits

Consideration of major philosophical movements in the 20th century such as phenomenology, existentialism, pragmatism, and analytic philosophy. Within these move-

ments such topics as the function of analysis, language and meaning, the nature of values, the nature of persons, the synthetic-analytic distinction, the mind-body problem, and the possibility of metaphysics are considered. The work of such figures as Wittgenstein, Russell, Heidegger, Husserl, Sartre, Whitehead, and Dewey are read and discussed.

### **PHL-315 Existentialism**

**3 credits**

Historical development and contemporary problems of existentialism with emphasis on the nature of man, his ability to know his situation, the relation between existence and essence, and the meaning of human life and activity. The works of such figures as Kierkegaard, Sartre, Heidegger, Camus, Kafka, Beckett, Buber, Laing, and Frankl are read and discussed.

### **PHL-320 Philosophy of Science**

**3 credits**

The logic of fundamental concepts of science and scientific methods are studied. Patterns of explanation are examined to understand the functions of laws, theories, and predictions in science. Inquiry is made into the relation between mathematics and empirical science; similarities and distinctions between the natural and social sciences. The role of science in human affairs and the value of scientific knowledge.

### **PHL-334 Theories of Knowledge**

**3 credits**

An investigation of selected, representative theories of knowledge from classical and contemporary sources. Considers the analytic-synthetic distinctions, necessary truth, and the foundations of empirical knowledge. Such philosophers as Leibniz, Hume, Kant, Russell, and Quine are read and discussed.

### **PHL-336 Philosophy of Mind**

**3 credits**

An investigation of the nature, existence, and capacities of the mind and self in the light of recent philosophical and psychological theories, including psychoanalysis and behaviorism. Considers such topics as the interaction of mind and body, the unconscious, minds and machines, freedom of thought and action.

### **PHL-343 Theories of Reality**

**3 credits**

An examination of metaphysical problems with an emphasis on philosophical views of human nature from ancient Greece to contemporary evolutionary theories. The writings of such classical, modern, and contemporary figures as Plato, Aristotle, Descartes, Kant, Hegel, and Darwin are read and discussed. Issues studied include the relation between mind and matter, freedom and determinism, and the existence of God.

### **PHL-348 Indian Philosophy**

**3 credits**

Consideration of major movements in the philosophical tradition of India. Emphasis on the disputes between the traditional Hindu and Buddhist schools of the classical period over logic, knowledge, and reality. Philosophical topics include: skepticism, the problem of universals, realism and idealism, the nature of perception, the problem of induction, the nature of causality, and the problem of identity over time. Philosophers such as Nagarjuna, Vasubandhu, Vatsyayana, Dharmakirti, and Udayana will be read and discussed.

### **PHL-358 Chinese Philosophy**

**3 credits**

Consideration of major movements in the philosophical tradition of China. Emphasis on the political philosophies of ancient China. Topics include: human nature and the development of virtue, the nature and purpose of government, and the cognitive value of mystical experience. Philosophers such as Confucius, Laozi, Xunzi, Mencius, Mozi, and Zhuangzi will be read and discussed.

### **PHL-360 Contemporary Ethics**

**3 credits**

An examination of recent and contemporary challenges to traditional ethical theory including such movements as logical positivism, cultural relativism, feminism, environmentalism, multiculturalism, and postmodernism. Such problems as the meaning and cognitive status of value judgments, the relation between fact and value, the relativity of values, and how value judgments can be justified are considered.

### **PHL-368 Japanese Philosophy**

**3 credits**

Consideration of major movements in the philosophical tradition of Japan, with an emphasis on Zen Buddhism in Medieval Japan and the Kyoto school in the 20th century. Topics include: the use of meditation and koans in Zen practice, the relationship between practice and enlightenment, the nature of time, meaning and nihilism, and the relationship between science and religion. Philosophers such as Kukai, Mumon, Dogen, and Nishitani will be read and discussed.

### **PHL-402 Nietzsche and Nihilism**

**3 credits**

A seminar dealing with Nietzsche's provocative ideas on Nihilism and the possibility of creating meaning, value, and truth for human existence. Many of his important works are read, analyzed, and critically discussed. Recent scholarly interpretations of Nietzsche's philosophy are considered. Prerequisite: any previous philosophy course or permission of instructor.

### **PHL-404 Philosophy of Wittgenstein**

**3 credits**

Seminar involving a concentrated study of Wittgenstein's contributions to philosophy with special attention to his analysis of language, meaning, and mental concepts. Prerequisite: any previous philosophy course or permission of instructor.

### **PHL-406 Philosophy of David Hume**

**3 credits**

Seminar involving a concentrated study of Hume's contributions to philosophy, including his work on epistemology, metaphysics, ethics, philosophy of science, and philosophy of religion. Prerequisite: any previous philosophy course or permission of instructor.

### **PHL-407 Philosophy of Hannah Arendt**

**3 credits**

Seminar involving a concentrated study of the philosophy of Hannah Arendt with special attention to her analysis of action, thought, and freedom. Prerequisite: any previous philosophy course or permission of instructor.

**PHL-408****Philosophy of William James**

3 credits

Seminar involving a concentrated study of William James' contributions to philosophy with special attention to his pragmatism, pluralism, and radical empiricism. Many of James' philosophical works are read, analyzed, and critically discussed. Recent scholarly interpretations of James' philosophy are considered.

**PHL-490****Independent Research and Study**

1-4 credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

**PHL-491****Internship in Philosophy**

1-4 credits

Students will work under supervision within an area hospital, corporation, or legal agency. The specific duties and tasks will be developed jointly by the intern, intern agency, and faculty supervisor. Within the hospital setting, students will work with the Hospital Medical Ethics Committee. Within the corporate setting, there will be two types of internships: students will work in the corporate office responsible for addressing the ethical issues that arise in the business environment; or students will work in a department that allows them to explore the potential business applications of their philosophic intellectual training. Within the legal setting, students will work with the federal magistrate, prosecutor, or public defender, exploring issues in the philosophy of law that arise in the practice of law. The internship will be restricted to juniors and seniors with a minimum of 2.7 cumulative GPA and 3.0 GPA in philosophy, or permission of the department of philosophy. Students must have completed four philosophy courses, one at the 300 level, before applying for the internship. No more than six credits will be allowed toward graduation. A member of the department of philosophy will supervise the internship.

**PHL-494****Preparation and Research  
for Senior Philosophy Thesis**

1 credit

Supervised by a faculty member, the Philosophy major chooses a topic, composes an outline and a bibliography. Must be completed prior to enrolling in PHL-495.

**PHL-495****Senior Philosophy Thesis**

3 credits

In a tutorial setting, the Philosophy major will write a thesis which serves as the Capstone Experience in the Department. Pre-requisite: PHL-494.

**PHY-103****Science of Light and Color**

3 credits

An introduction to the science of light, color, and optics. Covers history of theories of light and vision, applications in art, photography, natural phenomena (rainbows, mirages, etc.), and modern technology, e.g., lasers and telecommunications. Many topics are illustrated by in-class demonstration experiments with lasers and other optical devices.

**PHY-104****Energy, the Environment and Man**

3 credits

The many vital roles played by energy in the universe at large, on the earth, and in the activities of man are examined, including the basic sources of energy, the impact upon the environment due to these processes and possible future sources. A high school course in physics or chemistry is desirable but not necessary.

**PHY-105****Matter, Forces, Energy: Exploration**

4 credits

An introduction to the basic principles of physics focusing on the concepts of matter, force, and energy. The course will study, in depth, simple physical systems chosen to emphasize the interconnection of these three basic concepts. It will explore the behavior of these simple physical systems using directed group exercises coordinated with hands-on laboratory activities. One three-hour lecture and one three-hour lab per week.

**PHY-180****Astronomy**

3 credits

Examines mankind's quest to understand the origin and form of the universe. Emphasis on the ideas of modern cosmology and their impact on our changing perception of our place in the universe, making use of information gleaned by simply looking at the night sky as well as post Apollo-era views of the solar system and the evolving universe as a whole.

**PHY-200****General Physics I**

4 credits

Introductory classical physics; Newtonian mechanics, including the conservation laws, wave motion, gravity, thermodynamics. Three hours of lecture and one three-hour lab per week. Prerequisite: MTH-210 or concurrent enrollment. Fall.

**PHYSICS (PHY)****PHY-100****Principles of Physics I**

3 credits

Introductory noncalculus physics with applications for pre-professional, biology, and geological, environmental and marine sciences majors. Classical mechanics, energy, mechanical waves, fluid statics and dynamics, thermodynamics. Elements of modern physics are interwoven with those of classical physics from the beginning. Not open to chemistry, physics, or mathematics majors. Three hours of lecture per week. Prerequisites: MTH-105, MTH-210, MTH-211 or MTH-212; Corequisite: PHY-100L. Fall.

**PHY-100L****Principles of Physics I Lab**

1 credit

For students concurrently taking PHY-100. One three-hour lab per week. Corequisite: PHY-100.

**PHY-101****Principles of Physics II**

3 credits

Continuation of Physics 100. Electrostatics, electricity, and magnetism; DC and AC circuits, physical and geometrical optics, introduction to elementary particle and quantum physics. Three hours of lecture per week. Prerequisite: PHY-100; Corequisite: PHY-101L. Spring.

**PHY-101L****Principles of Physics II Lab**

1 credit

For students concurrently taking Physics 101. One three-hour lab per week. Corequisite: PHY-101.

**PHY-201  
General Physics II**

4 credits

A continuation of the concepts developed in Physics 200. Electricity, electrical circuits, magnetism, Maxwell's equations. Light and optics, including lenses, interference, and diffraction. Three hours of lecture and one three-hour lab per week. Prerequisites: PHY-200, MTH-211 or concurrent enrollment. Spring.

**PHY-203  
Introduction to Modern Physics**

3 credits

Covers space-time relativity, elementary particles, and basic quantum mechanics, including solutions of the Schrodinger wave equation. Applications of quantum theory in atomic, nuclear, and solid-state physics. Prerequisite: PHY-201 or permission of instructor.

**PHY-300  
Mechanics**

3 credits

Kinematics and dynamics of particles and systems, analysis of harmonic oscillator systems, normal modes, Lagrangian and Hamiltonian dynamics and classical waves are studied. Prerequisites: PHY-201, MTH-250.

**PHY-305  
Electricity and Magnetism**

3 credits

Electro- and magnetostatics, fields and potentials, and boundary value problems are covered. Prerequisites: PHY-201, MTH-250.

**PHY-310  
Advanced Electricity and Magnetism**

3 credits

Maxwell's equations; electromagnetic waves in vacuum and in material media; radiation, propagation, reflection, and refraction. Prerequisites: PHY-305, MTH-308.

**PHY-315  
Thermodynamics and Statistical Mechanics**

3 credits

Thermodynamic systems; the first and second laws of thermodynamics; entropy and thermodynamic potentials; distribution of molecular speeds; Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac distributions. Prerequisite: PHY-201.

**PHY-320  
Quantum Mechanics**

3 credits

Historical background; the Bohr Theory; the Schrodinger equation, its interpretation and applications; the uncertainty and exclusion principles; development of the formalism. Prerequisite: PHY-300. Spring.

**PHY-330  
Basic Electronics**

3 credits

An experimental study of devices and circuits in analog and digital electronics. No previous experience with electronic circuits is assumed; introductory topics including signal acquisition, computer interfaces, and analog/digital signal processing will be covered. One hour of lecture plus two three-hour labs per week. Prerequisite: PHY-201 or permission of instructor.

**PHY-350  
Advanced Laboratory**

2 credits

Experiments in atomic and nuclear physics, electricity and magnetism, and physical optics. Students have the opportunity to work intensively on a particular experiment. Minimum of five to six hours per week.

**PHY-400  
Atomic Physics**

3 credits

Quantum mechanics and the one-electron atom; atomic structure and optical spectra of multi-electron atoms. Quantum statistics, band theory of solids. Prerequisite: PHY-320. Spring.

**PHY-405  
Fundamentals of Nuclear Physics**

3 credits

Nuclear mass and size; nuclear forces and some models of the nucleus; radioactivity and detection; subnuclear particles and resonances. Prerequisite: PHY-320.

**PHY-415  
Physical Optics**

3 credits

Waves and the superposition principle; interference, Fraunhofer and Fresnel diffraction; electromagnetic nature of light; absorption and scattering; dispersion; polarization. Prerequisites: PHY-201, MTH-250.

**PHY-416  
Modern Experimental Optics Lab**

1 credit

A laboratory course in geometrical and physical (wave) optics, designed to supplement the material presented in PHY-415. Serves as an introduction to the optical equipment and techniques that are employed in laboratory research. A series of experiments cover the topics of polarization, interference, image formation, Fourier optics and lasers, and optical spectroscopy. Prerequisite: PHY-201.

**PHY-450  
Topics in Modern Physics**

3 credits

A selected topic of contemporary interest in physics, e.g., general relativity and gravity waves, is studied. Emphasis on current journal literature and research. May be taken more than once with departmental approval. An excellent introduction to independent research in one area of physics. Prerequisite: PHY-201.

**PHY-490  
Independent Research and Study**

1–4 credits

Immerses the student in laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

**PHY-491  
Internship in Physics**

1–4 credits

A supervised research experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placement may be in private, public, non-profit, or governmental organizations under the guidance of a mentor. The mentor and student will have regular consultation with the departmental internship coordinator to assess the student's progress. Normally, 50 hours of internship per credit is required. The grade for the course will be determined by the student's overall performance in their research work, a research paper documenting their work with their internship mentor and an oral or poster presentation at the end of the semester. Prerequisite: 2.5 GPA and permission of the instructor.

**POLITICAL SCIENCE (POL)****POL-100****Introduction to American Politics**

3 credits

An examination of basic principles of the U.S. constitutional system; the operation of the democratic process; the organization, powers and procedures of Congress, the presidency and the federal judiciary; and the functions, services, and financing of the national government. Emphasis is on public issues, national priorities, and civil liberties. Note: This course is cross-listed as HLS-100. Students may not get credit for both POL-100 and HLS-100.

**POL-202****The Political System – Theories and Theme**

3 credits

This course serves as a gateway to the sub-fields of comparative politics and international relations. The concept of the political system helps political scientists to organize political interrelations into patterns that allow systematic selection and interpretation of information and the study of processes and outcomes of politics in a variety of settings. The course introduces students to the main brands of normative theory prescribing the principles directing the operation of the political system, to some of the most important methods used to compare political systems and/or their components, and to the foremost approaches utilized in the study of the relations between political systems and their environments. Note: This course is cross-listed as HLS-202. Students may not get credit for both POL-202 and HLS-202.

**POL-203****Homeland Security**

3 credits

This course is designed to help students increase their knowledge and understanding of problems impact the public agenda, why some solutions are adopted and other rejected, and why some policies appear to succeed while others appear to fail. The course will primarily examine policy making at the national level in the United States, but will also analyze examples at the state and local level, as well as placing U.S. policy in a comparative perspective. Note: This course is cross-listed as HLS-203. Students may not get credit for both POL-203 and HLS-203.

**POL-204****The Development and Structure of U.S. Intelligence Agencies**

3 credits

This course will provide an historical review of intelligence during the following World War II. It will examine the major functions of intelligence, as well as intelligence as a part of the foreign policy process: collection, analysis, counterintelligence and convert action. Students will be introduced to a range of collection procedures: human, open source, electronic, photographic, and signal. With emphasis placed on interpreting and writing intelligence summaries. Note: This course is cross-listed as HLS-204. Students may not get credit for both POL-204 and HLS-204.

**POL-219****Terrorism, Revolution and Political Violence**

3 credits

“Revolutions are the mad inspiration of history.” Trotsky’s characterization calls attention to three important dimensions of violent political participation: the historical settings, ideology, and emotional fervor of the practitioners. The course focuses on these dimensions by analyzing revolutionary and terrorist movements in the 20th century. Special attention is given to the use of violence in the post-Cold War new world disorder. Note: This course is cross-listed as GLS-219 and as HLS-219. Students may only get credit for one course: POL-219, HLS-219, or GLS-219.

**POL-300****U.S. Constitutional Law**

3 credits

The role of the Supreme Court in the American political system is assessed. Topics include the staffing and functioning of the Supreme Court and the federal judicial bureaucracy, the origins and development of judicial review, and the role of the Supreme Court in national policy-making. Note: This course is cross-listed as HLS-300. Students may not get credit for both POL-300 and HLS-300.

**POL-301****Civil Liberties in the United States**

3 credits

The American doctrine of civil liberties in theory and practice. Emphasis on analyzing the freedoms of speech, press, assembly, and religion, the right of privacy, and the problem of discrimination in the context of contemporary issues and problems. Particular attention to the role of the Supreme Court in

this area. Note: This course is cross-listed as HLS-301. Students may not get credit for both POL-301 and HLS-301.

**POL-304****Political Behavior: Fear, Risk and Crisis**

3 credits

The course focuses on various analytical approaches in behavioral political science. It does so by advancing students' knowledge of the cognitive aspects of various types judgment and decision-making in political behavior—e.g. heuristics and bias, voting/non-voting, the formation of political partisanship and ideology, issue perceptions, responding to risk and uncertainty in the political environment, and engaging in civic political participation. The seminar will pay particular attention to individual political behavior during times of crisis: Namely does risk shape individual perceptions of the state and how does fear condition individual judgments of government? Note: This course is cross-listed as HLS-304. Students may not get credit for both POL-304 and HLS-304.

**POL-314****Congressional Power and Security Policy**

3 credits

The purpose of this course is for students to identify, examine, analyze, and interpret the role of Congress in shaping national security policy with a particular emphasis on the institution's role in the Global War on Terror. Particular attention is paid to the role of the US government being able to balance individual rights and liberties within the national security state. The course also takes an in-depth analysis of the U.S. Congress, looking comparatively at how legislatures in other nations have dealt with crafting their own security policies. The course will address the following questions: First, what is the role of Congress in national security policy, what does it do, and why? Second, what are the various ways of studying the relationship between the legislative and executive branches of government in the US system as it relates to the Global War on Terror? Note: This course is cross-listed as HLS-314. Students may not get credit for both POL-314 and HLS-314.

**POL-316****Presidential Power and National Security Policy**

3 credits

Examines the development of the National Security State since the Second World War, and the ways in which it has affected, and

been affected by, the Federal Executive. Topics to be covered will include the post-World War II redefinition of “national security”, the Cold War (with a special focus upon war powers during Korea and Vietnam) and the changes that have occurred with the “War on Terror.” Note: This course is cross-listed as HLS-316. Students may not get credit for both POL-316 and HLS-316.

### **POL-325 Public Administration**

**3 credits**

Public administration in modern society, emphasizing the administrative formulation of public policy and its implementation. Attention on who gets what, when, and how from the decisions of administrative units; the role administrators have in policy-making compared to elected legislators, chief executives and judges; the effect administrators have on the benefits citizens receive from government; and the effect administrators have on citizens' behavior. Note: This course is cross-listed as HLS-325. Students may not get credit for both POL-325 and HLS-325.

### **POL-346 Liberal Democracy in Times of Stress**

**3 credits**

This course inquires into historic and present day cases, ranging across Europe and the US, in which liberal democratic governments, under stress because of subversion, sabotage, invasion, rebellion, or the effects of economically caused chaos, take on emergency powers to become so-called “states of exception.” While in some cases such states have imposed mild and limited emergency measures, others have employed more draconian measures, suspending, if not dissolving, constitutionally guaranteed civil liberties, often for indeterminate and protracted periods. How various states have behaved in emergency situations will be the major content of this course. Note: This course is cross-listed as HLS-346. Students may not get credit for both POL-346 and HLS-346.

### **POL-350 U.S. Foreign and Security Policy**

**3 credits**

Principles, institutions, and processes involved in the formulation and implementation of policies regarding the nation's military, economic, and environmental security within the global framework. Strands, trends, and problem areas in U.S. foreign policy, with focus on the changing global environment of the post-Cold War world. Note: This course is cross-listed as HLS-350. Students may not get credit for both POL-350 and HLS-350.

### **POL-351 Critical Views of Global Security**

**3 credits**

This course will examine the foundations of international security. It will examine the concept of security from both the macro and micro level. We will discuss a mix of security strategies (balance of power, alliances, rearmament, collective security, deterrence), theoretical perspective on security (Neorealism, Neoliberalism, Critical Theory, Copenhagen School), great power and third world security, democratic and non-democratic security, classic threats (changes in relative power, proliferation) and new threats (environment, population movements, terrorism), and concepts of security ranging from state survival, to societal security, to unit level-variables such as Human Security. Note: This course is cross-listed as HLS-351. Students may not get credit for both POL-351 and HLS-351.

### **POL-361 The Judicial Process**

**3 credits**

In-depth examination of the nature of judicial decision-making and the impact that judicial decisions have on society. Considers the sources of judicial authority, judicial fact-finding, statutory and constitutional interpretation, individual and collective processes of judicial decision-making, relations between judges and other government officials, and the political consequences of judicial decisions with particular emphasis on federal courts and judges. Note: This course is cross-listed as HLS-361. Students may not get credit for both POL-361 and HLS-361.

### **POL-363 Human Rights in Global Context**

**3 credits**

Examines human rights – droits de l'homme, derechos humanos, Menschenrechte, “the rights of man”, literally, the rights that one has because one is human. What does it mean to have a right? How are being human and having rights related? This course provides an introduction to theory and global practice of human rights. Human rights claims play an increasingly central role in political and social struggles across the world. The adoption of the Universal Declaration of Human Rights in 1948 signaled a proliferation of international human rights law and transnational non-governmental activism. While the promotion of human rights has become global, adherence to those standards remains highly uneven and gross violations and atrocities continue to occur. Given the breath and complexity of the human rights movement, including its engagement with

law, politics and morals, in radically different cultures, this course is by its very nature multidisciplinary. Note: This course is cross-listed as HLS-363. Students may not get credit for both POL-363 and HLS-363.

### **POL-365 Third World Politics**

**3 credits**

Studies the major political issues of the Third World. Particular reference to political systems of Africa, Asia, Latin America, and the Middle East according to the relevance of the examples to large conceptual issues, and according to the major interests of the instructor. Typical issues include neocolonial dependency, the role of the state in newly developed countries, military rule and democratization. Note: This course is cross-listed as GLS-365. Students may not get credit for both POL-365 and GLS-365.

### **POL-366 Communist System: Politics and Policy**

**3 credits**

The course aims to provide students with an understanding of the origin, development, and history of communism, as well as the current political systems and practices of communist regimes in the world. Students are expected to acquire in-depth knowledge about the origin and development of communism, the influence of communism in world politics, and political systems and policies of contemporary communism regimes. Topics examined include Communist Manifesto, communism in the USSR, communism in China, McCarthyism in the U.S., Cold War, collapse of the USSR, fall of Berlin Wall, and communism in contemporary Cuba and Korea.

### **POL-367 Politics of Exile, Asylum and Diaspora**

**3 credits**

This course analyzes mass migrations and refugee movements and what they mean for the stability of nations, the increasing potential of severe culture clashes within societies, and the root causes of (forced) migration movements, such as problems of violence, terror and genocide, as recently seen in Darfur, Rwanda and Bosnia. In certain European countries the frequently failed integration and assimilation policies resulted in an Islamic alienation; terrorist attacks and race riots are some of the consequences. Particular attention will be given to the conflict between the refugees' and migrants' needs that result from violent, socio-economic or ecological

catastrophes in the countries of origin and the various forms of reception within the host countries. Students will explore theoretical, political, legal, and socio-economic dimensions of the refugee and immigration phenomena in a global world. Other themes will include international human rights and refugee laws, theories of immigration, for example, the feminization of migration, as well as problems of acculturation, assimilation and integration in different host societies. Note: This course is cross-listed as GLS-367. Students may not get credit for both POL-367 and GLS-367.

### **POL-368 International Organizations**

3 credits

This course introduces students to the study of international organizations. The course examines mostly formal and governmental institutions as well as informal institutions or regimes. Topics to be covered include and are not limited to: the establishment of international organizations, evolution of international organizations, structure of international organizations, decision-making of international organizations and influence of international organizations. This course employs both theoretical and practical approaches in its examination on international organizations. Note: This course is cross-listed as GLS-368. Students may not get credit for GLS-368 and POL-368.

### **POL-371 The Arab-Israeli Conflict**

3 credits

The course will begin by introducing the main players: the neo-patrimonial Arab regimes on the one hand, and the democratic, economically modern Jewish sector in Palestine on the other. The analysis will focus on the impact of the social, economic, political and religious differences between the sides on their conception of the conflict among the participants and powers outside the region. The course will concurrently examine the impacts of the dynamics of the conflict itself, relations within Islam on the one hand and between Islam and the West on the other. The latter part of the course will consider the sources of perceptual shift that led simultaneously to the narrowing of the conflict with the withdrawal of some of its participants (most Arab states) and its widening with the addition of Al Qaeda and Iran (via Hezbollah).

### **POL-399 The Co-operative Experience**

3-12 credits

This course provides a significant work experience to support the professional development of the student and complement theoretical and classroom learning. Students will be assessed based on measures as defined in a placement contract mutually agreed upon by the sponsoring faculty member, the organization representative of the placement site, and the student. Approximately 360 hours of work will be required as students work typically four days per week over at least eight weeks. The proposed placement contract requires departmental approval and the approval of the appropriate office of the dean. It is expected that the Co-op program consume the student's academic load for the semester. Final placement will be determined by the organization where the student will work. Rider University does not guarantee that every student applying for a co-op will earn a co-op placement. Contact the appropriate department for additional information. Prerequisites: junior standing and 2.75 GPA at the time of registration. Co-requisite: IND-398 The Co-operative Experience Seminar. IND-398 and (dept.)-399 combined cannot exceed 15 credits. Pass/fail.

### **POL-450 Seminar in Political Science**

3 credits

A multidimensional framework within which to integrate the variety of perspectives and methodologies extant in the field of political science. Topics for discussion and analysis may range from broad concepts of political discourse such as power and interdependence to specific political issues such as executive-legislative relations and judicial policymaking.

### **POL-490 Independent Research and Study**

1-4 credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

### **POL-491 Internship in Political Science**

1-4 credits

Students work under supervision in a public agency, political party, or public interest group. A minimum of 52 hours of fieldwork per credit required, with regular reports and a concluding critique analyzing and evaluating the experience. Primarily for seniors and qualified juniors. No more than six credits allowed toward graduation. Prerequisite: permission of instructor.

### **POL-499 Senior Honors Thesis**

3-6 credits

Majors having completed the department's core requirements and having a minimum GPA of 3.5 in political science courses may apply for honors in their sixth semester. Applicants enroll in POL-490 Independent Research and Study in their seventh semester to develop and submit a thesis proposal to the department. With departmental approval, applicants prepare an honors thesis in their last semester. Upon acceptance of the thesis by the department, the student will be graduated with honors in political science.

### **POL-501 Homeland Security**

3 credits

This course is designed to help students increase their knowledge and understanding of problems impact the public agenda, why some solutions are adopted and other rejected, and why some policies appear to succeed while others appear to fail. The course will primarily examine policy making at the national level in the United States, but will also analyze examples at the state and local level, as well as placing U.S. policy in a comparative perspective.

### **POL-502 The Development and Structure of U.S. Intelligence Agencies**

3 credits

This course will provide an historical review of intelligence during the following World War II. It will examine the major functions of intelligence, as well as intelligence as a part of the foreign policy process: collection, analysis, counterintelligence and convert action. Students will be introduced to a range of collection procedures: human, open source, electronic, photographic, and signal. With emphasis placed on interpreting and writing intelligence summaries.

**PSYCHOLOGY (PSY)**

Psychology 100 is a prerequisite for all psychology courses. Prerequisites other than 100 may be waived by the instructor.

**PSY-100****Introduction to Psychology**

3 credits

An orientation to psychology, covering major facts, principles and concepts about human and animal behavior and experience, research findings, major problems, basic vocabulary, methodologies, and contributions in the field. Topics include psychology as a science; human development; individual differences; intelligence and its measurement; special aptitudes and interests; personality and social behavior; motivation and emotion; frustration and personality deviations; and learning, thinking, remembering and forgetting.

**PSY-100H****Introduction to Psychology Honors**

3 credits

This course introduces students to the various disciplines within the field of psychology. It does so through the use of a textbook, through classical readings in the field, and through current, primary journal articles that describe psychological research. The course begins by introducing the history of the discipline, and demonstrating how psychology is a science. It will then provide students with experience exploring the mind, behavior, and the relationship between the two, from multiple perspectives, including biological, behavioral, cognitive, developmental, humanistic, social, and abnormal. Throughout the semester, students will have opportunities to apply what they are learning in the classroom to the outside world via discussions, assignments, and projects. Prerequisites: Freshman Psychology major (AP Psychology score 3 or better), or BHP.

**PSY-105****Introduction to Research in Psychology**

3 credits

Students will be introduced to the basic research methods used in psychology including, surveys, experiments and observation. Students will collect data and learn to describe this data using basic tools of analysis including graphic display and statistical analysis. Students will read original psychological research and learn to write using the conventions of the American Psychological Association. Prerequisite: a grade of "C" in PSY-100.

**PSY-201****Statistics and Research Design**

3 credits

Introduces students to statistics and research methods in the behavioral sciences. Covers the fundamentals of descriptive and inferential statistics, a variety of issues in research design, selected research designs including the case study, correlational and experimental designs. In addition, students will explore the literature in psychology in order to examine the use of statistics and research design in real research problems. Prerequisite: grade of "C" in PSY-205.

**PSY-210****Organizational Psychology**

3 credits

Focuses on issues related to human behavior in work settings. Topics include personnel issues such as hiring and promotion decisions, performance appraisals, and methods of on-the-job training. Issues of job satisfaction, motivation, productivity, and effective leadership styles are also examined. Finally, organizational structure as it relates to communication within organizations will be examined.

**PSY-212****Introduction to Applied Behavior Analysis**

3 credits

Presents a review of classical and operant conditioning, data collection and research design, data analysis and interpretation. In addition, assessment and treatment strategies in a variety of settings, contingency management in institution, classroom and home, systematic self-desensitization, and ethical consideration are discussed.

**PSY-215****Personality**

3 credits

A synthesis of the most recent research in the field of personality development. Topics include interplay of biological, cultural, and subjective personal processes; analysis of the broad trends in personality theories; and introduction to personality measurement.

**PSY-218****Psychology of Women**

3 credits

Examines the psychological development of women in our culture from birth to maturity, with an emphasis on the interaction of biological and social influences on personality, social behavior, and achievement of women. Investigates psychological sex differences in

terms of current measurement approaches. Readings and text are drawn from psychological theory and research.

**PSY-220****Abnormal Psychology**

3 credits

The development of abnormal personalities is discussed, with a survey of the various types of mental abnormalities, including their symptoms, diagnoses, and treatments. Neuroses and psychoses are emphasized.

**PSY-230****Child Development**

3 credits

Presents theory and research on the social, emotional and cognitive development of children birth to age 12.

**PSY-231****Youth and Adolescent Development**

3 credits

Presents theories, research and problems concerning development in youth and adolescence.

**PSY-237****Cognitive Disabilities**

3 credits

Investigates various types of intellectual differences, focusing on etiology, methods of diagnosis, programs and services available to individuals and families. Considers problems relating to adjustment in academic, social, and vocational areas.

**PSY-238****Sensation and Perception**

3 credits

The facts and theories of sensation and perception, their role in the total psychology of the individual, and current application are examined.

**PSY-240****Social Psychology**

3 credits

Deals with the scientific study of human beings in social situations, focusing on reciprocal influence of the individual and the group, especially aspects of behavior that are socially determined. The nature of attitudes: their development and change; the nature of social influence; interpersonal perception and attraction; dynamics of social behavior; and social phenomena, such as prejudice and social movements, are covered.

**PSY-255  
Biopsychology**

3 credits

Basic biological structures and processes underlying behavior, including general neuroanatomy and neurophysiology; sensory physiology; structure and function of the motor systems; physiology of emotions, motivation, learning, memory; brain dysfunction; psychoactive drugs.

**PSY-279  
Psychology and Law**

3 credits

Introduces students to a study of selected topics in psychology and law. Topics include eyewitness testimony, jury selection, and decision making.

**PSY-295  
Directed Study in Psychology**

1–4 credits

Provides an opportunity for students to obtain research experiences in psychology. Consists of a combination of project meetings, assigned readings and supervised research. Each student will work with a selected faculty member on a topic of mutual interest. Projects may include learning some components of research methods and applying these techniques to the collection and analysis of data. Provides focused reading and discussion as it relates to each student's research topic. Prerequisite: psychology majors or minors and permission of instructor and chair.

**PSY-302  
Research Methods: Cognition**

4 credits

Provides students with an in-depth coverage of the expanding field of cognition and memory. Addresses issues and research within the field. Emphasis is on current views of human memory. Students learn how to design and conduct their own experiments from the topic areas of information processing, psycholinguistics, problem solving, learning and memory, social cognition, and cognitive neuroscience. Laboratory skills include programming computers, developing multimedia stimuli, recording psycho- physiological data, and composing an APA-format research report in a network-based writing lab. Prerequisites: a grade of "C" in PSY-201; PSY-225, PSY-237 or PSY-325 or permission of instructor.

**PSY-303  
Research Methods: Social Psychology**

4 credits

Covers research methodology within the context of social psychology (i.e., topics include altruism, aggression, attraction and social perception). Both experimental and descriptive methodologies will be covered. Students learn about various aspects of the research process (e.g., design and execution of a social psychological study, analyzing and interpreting the results). Students also learn to integrate their research findings to produce an APA-style paper. Students use computer-based word processing and statistical analysis packages to achieve these goals. Prerequisites: a grade of "C" in PSY-201; PSY-240 or PSY-279 or permission of instructor.

**PSY-305  
Theories of Psychotherapy**

3 credits

An exploration of the history and theory of the psychoanalytic, behavioral, and humanistic approaches to psychotherapy. Comparisons and contrasts between these therapeutic modalities are discussed, as well as the theory underlying specific therapeutic techniques such as dynamic interpretations, dream analysis, the analysis of resistance and transference, counter-conditioning, modeling, and cognitive restructuring. Class exercises in addition to transcripts and tape recordings from therapy sessions are used to illustrate the various therapeutic approaches. Prerequisite: PSY-215 or PSY-220 or permission of instructor.

**PSY-306  
Research Methods:  
Sensation and Perception**

4 credits

Provides instruction in research design, research methods, and integration of data analysis and methodology within the content framework of sensation and perception. All the general psychology research methods are taught. Special emphasis is given to the study of human vision and audition. Students design, conduct, and report laboratory research in the areas of sensation and perception. The computer-based components of the laboratory include lessons on interactive software instrumentation for research, and network-based technical writing using APA format. Projects are conducted during the term. Each student uses a dedicated networked Macintosh computer to: a) develop and generate research stimuli and procedures, b) analyze and report research data, and c)

write formal research reports. Prerequisite: a grade of "C" in PSY-201 or permission of instructor.

**PSY-315  
Psychological Tests**

3 credits

Examines the history of psychological testing. Issues concerning the construction of psychological tests are discussed, including concepts concerning reliability, validity, and item analysis. The rationale and structure of the major tests of intelligence, aptitude, and personality are reviewed, including the Rorschach, WAIS, TAT, MMPI, and Bender-Gestalt. In the last section of the course, students are given hands-on experience in the administration, scoring, and interpretation of a standard test battery. Prerequisite: any statistics course.

**PSY-325  
Cognitive Development**

3 credits

Compares and analyzes the major theories of cognitive development: Piaget, Information Processing, Vygotsky, Gardner, and Sternberg. The course describes cognitive growth from infancy to adulthood. Particular topics will include: concept formation, language acquisition, memory reading and writing, mathematical skills and sociocultural skills. Also of interest will be the use of cognitive theory in education, and understanding variations from the typical pattern of cognitive development as in mental retardation and prodigies.

**PSY-330  
Developmental Disabilities**

3 credits

Introduces students to the genetic, biological, sensory-motor, cognitive, and social-emotional foundations of developmental disabilities. Selected syndromes will be reviewed in depth, as will treatments and intervention at the individual and family levels. Prerequisite: PSY-230, PSY-231 or PSY-237.

**PSY-333  
Autism Spectrum Disorders**

3 credits

Provides students with a general understanding of the etiology, neurocognitive underpinnings, and general characteristics of the autism spectrum disorders. The course will examine the history of the study of these disorders, the main problems associated with these conditions, and will explore psycho-educational treatment alternatives. Prerequisites: PSY-230, PSY-231, PSY-237, or PSY-330.

**PSY-335****Research Methods:  
Human Cognitive Neurobiology**

4 credits

Covers the interdisciplinary study of the nervous system integrating neurobiology, physiology, pharmacology, and psychology as explanations for both normal and pathological human behavior. Topics integrate molecular levels of analysis, such as neuron structure and function, neurotransmitters, action potentials, and receptors, with molar levels, such as sensory and hormonal processes, learning and memory, emotions, drug use, and biological rhythms. Introduces research techniques used to study the function of the nervous system and the neural bases of behavior in humans. Neuroanatomical, electrophysiological, pharmacological, and neuropsychological assessment techniques may be explored as part of laboratory or field research projects designed in collaboration with the instructor. Prerequisites: grade of "C" or better in PSY-201 and PSY-255 or permission of instructor.

**PSY-336****Research Methods:  
Animal Learning and Behavior**

4 credits

Provides a comprehensive overview of the acquisition and modification of the behavior of animals, especially on laboratory strains of rodents and pigeons. Core topics include respondent and operant conditioning, animal cognition, observational learning, animal safety and welfare, single-subject and between-groups approaches to methodology, and the statistical analysis of the results of studies of behavior. The laboratory component of the course provides a comprehensive overview of animal handling and maintenance, animal welfare, and the recording of experimental results. Two substantial projects are undertaken; demonstration of a conditioned taste aversion and its effect upon the acquisition and extinction of an operant (bar press) response and subsequent discrimination and reversal learning. Results of both projects are written into APA-formatted reports. Prerequisites: a grade of "C" in PSY-201, PSY-225 or permission of instructor.

**PSY-339****Research Methods in Applied  
Behavior Analysis**

4 credits

This upper-level laboratory course will provide students with in-depth study of the principles and applications of Applied Behavior Analysis. Students will examine behavioral principles, ethical considerations and real-life

applications of ABA. Each student will design and implement a self-management plan to alter a behavior of their choosing.

**PSY-340****Research Methods: Group Dynamics**

4 credits

Focuses on selected issues pertaining to group dynamics. Emphasizes an understanding of the personality and social factors that influence the functioning of unstructured and task-oriented groups. Students participate in a task group for the purpose of conducting a comprehensive research project on selected issues in group dynamics and the psychology of groups. The task group prepares an APA-style paper describing their research as well as an in-class presentation. Each student also submits a midterm and final written analysis of the interactional processes and development of the task group. Prerequisite: a grade of "C" in PSY-201 or permission of instructor.

**PSY-345****Health Psychology**

3 credits

This course focuses on the biopsychosocial model of health in which biological, psychological and social factors contribute to health and wellbeing, as well as illness and disease. After a brief introduction to systems of the body, i.e. nervous, endocrine, respiratory, cardiovascular, digestive, immune, this course will examine health enhancing behaviors such as exercise and nutrition, as well as health compromising behaviors such as drug abuse and other reckless behaviors, along with models that explain behavior maintenance and change. Additionally, attention is devoted to a discussion of how health psychology can function in shaping health care policy.

**PSY-350****Research Methods: Developmental  
Psychology**

4 credits

Focuses on one or more research areas in cognitive, personality, or social development. Includes an overview of major theoretical approaches to age-related change. Students review original research on selected aspects of behavioral change. The laboratory component of the course presents an overview of developmental research designs and methods focusing on the measurement of age-related change in psychological functioning. Students conduct field research projects designed in collaboration with the instructor and prepare an APA-style research report. Prerequisite: a grade of "C" in PSY-201 and PSY-230 or permission of instructor.

**PSY-360****Psychology of Peace and Conflict**

3 credits

**PSY-365****Drugs and Human Behavior**

3 credits

Presents the student with an in-depth analysis of the effects of alcohol and selected chemical substances on the behavior and body of the user. Commonly abused substances will be discussed in terms of their history, sources of production, routes of administration, distribution, metabolism and excretion, neurophysiology, tolerance, properties of addiction, withdrawal course and symptoms, and potential beneficial and harmful effects.

**PSY-372****States of Consciousness**

3 credits

This course explores the variety of states that comprise normal and altered consciousness. It highlights how these states are determined by complex interactions between conscious and unconscious mental functions. Key psychological concepts are applied in an investigation of various states of consciousness, especially meditative states and dreams. The course examines both the psychopathological aspects of altered states, as well as their potential beneficial effects on creativity and the development of the self.

**PSY-374****Psychology of the Family**

3 credits

This course examines the significance of family in human development. Using prominent themes of developmental psychology, such as: the role of attachment in forming human relationships, the significance of context in understanding human development, and the resilience of development; this course will explore the existing research on the family. Students are asked to consider their own experiences as members of a family, as well as to understand the varieties of ways family impacts development across the lifespan. Prerequisites: PSY-100, PSY-230 or permission of instructor.

**PSY-375****Psychology and Film**

3 credits

Attitudes, perceptions and memories are shaped by motion pictures. Filmmakers create enduring images by using cinematic techniques to portray social and interpersonal themes. This course will examine various cinematic techniques as well as how film

portrays interpersonal relations, gender roles, race relations, mental illness, The Holocaust, and other genocides.

### **PSY-377 Developmental Psychopathology**

3 credits

This course provides an in-depth view of developmental psychopathology as an applied and prevention science. Developmental psychopathology is concerned with the emergence and continuity or discontinuity of psychopathology, or maladaptive behaviors, across the lifespan. An emphasis is placed on exploring individual, environmental, social, and especially cultural influences in explaining normal and abnormal behavior. Prerequisite: PSY-230 or PSY-231.

### **PSY-381 Psychology of Gender**

3 credits

This course examines the meaning of sex and gender in modern society. The course readings and discussion will review and analyze the influence of gender on human behavior and emotions. The course will examine the significance of gender in shaping experience. Topics will include: gender differences in behavior, gender role development, gender and sexual identity, gender and social roles, cross-cultural perspectives on gender and transcending gender. Prerequisites: PSY-100, PSY-218 or permission of instructor.

### **PSY-382 Aging, Brain, and Cognition**

3 credits

This course covers the biological structures and processes underlying cognition in humans and explores modulating factors such as age, sex, disease, stress, and environment. The theoretical and methodological issues of developmental cognitive neuroscience research are addressed. Focus of the course is on brain structure and function in the largest growing segment of our population, persons over the age of 65, and the link between structure and cognitive abilities, both intact and declining. Special attention is paid to those factors related to successful aging and treatments with putative cognitive enhancers. Prerequisite: PSY-100.

### **PSY-383 Psychology and Culture**

3 credits

Students enrolled in this course will critically examine the intersection of psychology and culture. Topics covered include cultural

influences on: identity, the perceptions and manifestations of mental illness, and treatment seeking. Prerequisites: PSY-100

### **PSY-400 Senior Seminar**

3 credits

This capstone course will provide a synthesis and evaluation of important critical issues in psychology, such as the role of modern psychology in solving social problems, the scientific vs. human services perspectives on behavior, emotion and cognition; and the nature of mental illness and well-being. Students will be expected to draw broadly from their education in psychology; to grapple with conflicting points of view; and produce professional quality writing, oral or multimedia presentations.

### **PSY-490 Independent Research and Study**

1-4 credits

Provides students with an opportunity to design and carry out original research in an area of their choice. Students designate a faculty supervisor and work closely with him/her during the semester. All students must have approval from the department and the dean to register for PSY-490. Prerequisite: PSY-201.

### **PSY-491 Internship in Psychology**

1-4 credits

Provides supervised work experience in an approved institution or agency in order for students to gain knowledge in applications of psychology. Placement is made in various community institutions and agencies that offer services to both exceptional and normal individuals. Prerequisites: senior psychology majors or minors.

## RUSSIAN (RUS)

### **RUS-100 Russian I**

3 credits

An introduction to the Russian language. This course emphasizes learning the Cyrillic alphabet, basic Russian grammar, and developing some skill in conversational Russian. Students are required to work extensively with audiotapes. Prerequisite: placement test if Russian has been studied elsewhere.

### **RUS-101**

#### **Russian II**

3 credits

Continuation of RUS-100. In this course students learn to write the Cyrillic alphabet, not just print it. Readings to provide a useful basic vocabulary. Students are required to work extensively with audiotapes. Prerequisite: RUS-100 or placement test.

### **RUS-200**

#### **Russian III**

3 credits

Intensive review of grammar with a continuation of developing skills in conversational Russian. Reading matter of greater difficulty is introduced for the development of a more extensive vocabulary. Students are required to work extensively with audiotapes. Prerequisite: RUS-101 or placement test.

### **RUS-201**

#### **Russian IV**

3 credits

Grammar review continued. Emphasis on the comprehension of difficult literary texts. Prerequisite: RUS-200 or placement test.

### **RUS-315**

#### **Tolstoy**

3 credits

Reading and discussion of selected works of Tolstoy including his fables; novellas, such as Master and Man and The Kreutzer Sonata; and either Anna Karenina or War and Peace. Classes are in English. No knowledge of Russian required.

### **RUS-490**

#### **Independent Research and Study**

1-4 credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

### **RUS-491**

#### **Internship in Foreign Languages**

1-4 credits

A supervised work experience in an approved organization to gain knowledge of the importance and interrelationship of foreign

languages and cultures in the workplace. Placements can be made in international governmental agencies, international trade associations, multinational corporations, social service agencies and other appropriate workplace environments both in the United States and abroad. With permission of the supervisor and faculty advisor, a three-credit internship may be substituted for a collateral requirement as credit toward the major. Prerequisite: students should have completed at least one 300-level course in the foreign language.

### **RUS-496 Special Studies**

3 credits

An in-depth study for students interested in special areas, with emphasis on specific literary genre. Prerequisite: permission of instructor.

## SECONDARY EDUCATION (SED)

### **SED-370 Teaching in the High School**

3 credits

This field-based course focuses on general pedagogy in grades nine through 12. Emphasis will be on generic teaching approaches, planning lessons and developing units of study, learning styles, issues and techniques of evaluation, and multiculturalism. Working in local high schools, students continue observing and begin teaching lessons in their subject area specialization. Prerequisites: EDU-106 and EDU-206. A cumulative GPA of 2.75 is required.

### **SED-400 Teaching English Language Arts in Secondary Schools**

3 credits

Students preparing to teach English in middle schools and senior high schools explore strategies for the imaginative teaching of literature, poetry, drama, grammar, composing processes, vocabulary, and oral language use. Students research, develop, and critique thematic units, analyze curriculum, and study the selection, development, and use of a wide variety of teaching materials. Traditional and alternative methods of assessment are explored. Prerequisites: EDU-106 and EDU-206. A cumulative GPA of 2.75 is required.

### **SED-405 Teaching Social Studies in Secondary Schools**

3 credits

The theoretical foundations of teaching social studies in junior and senior high schools. Basic goals and aims of social studies instruction are studied, and specific methodological techniques are described and practiced. Demonstration lessons are prepared and presented. Considers typical problems with which teachers are confronted. Prerequisites: EDU-106 and EDU-206. A cumulative GPA of 2.75 is required.

### **SED-410 Teaching Science in Secondary Schools**

3 credits

Classroom interaction analysis systems are utilized in the study of the teaching-learning process. Students develop their own repertoire of teaching strategies. Emphasis on the investigation and interpretation of recent curriculum developments, and the use of the laboratory in science instruction. Prerequisites: EDU-106 and EDU-206. A cumulative GPA of 2.75 is required.

### **SED-415 Teaching Mathematics in Secondary Schools**

3 credits

The critical analysis of the aims of teaching mathematics in the secondary school; review of recent research in the content and teaching of mathematics by individuals and groups; demonstration lessons (reflective teaching) to illustrate techniques of teaching; the planning of lessons; selection and organization of materials and subject matter; and evaluation of lesson presentation. Prerequisites: EDU-106 and EDU-206. A cumulative GPA of 2.75 is required.

### **SED-431 Content Area Reading and Writing**

3 credits

Explores theoretical and methodological issues concerned with teaching reading and writing within content area classes. Students analyze junior high and high school textbooks and other reading materials, study methods of adjusting instruction to varying reading and writing needs of students, prepare directed reading activities in their specific content areas, and use informal diagnostic reading tools. Included is the preparation of content area writing assignments and the evaluation of student writing as well as the teaching of study skills. Emphasis throughout is on the integration of reading and writing into sec-

ondary school subject classes. Prerequisites: EDU-106 and EDU-206. A cumulative GPA of 2.75 is required.

### **SED-490 Independent Research and Study**

1–6 credits

The outline for study must be accepted by the professor and approved by the department. The semester hour's credit to be assigned is determined by the department.

## SEMINARS OR WORKSHOPS (NCT)

### **NCT-010**

#### **Freshman Seminar**

0 credits

### **NCT-094**

#### **Math Workshop**

0 credits

### **NCT-095**

#### **Introduction to Music Theory and Vocal**

0 credits

### **NCT-096**

#### **Strategies for College Success**

0 credits

### **NCT-097**

#### **Scholastic Enrichment**

0 credits

### **NCT-099**

#### **Strategic Learning Workshop**

1 credit hour

### **NCT-101**

#### **Algebra Workshop I**

0 credits

### **NCT-102**

#### **Algebra Workshop II**

0 credits

## SOCIAL WORK (SOW)

### **SOW-200**

#### **Social Services and Social Work**

3 credits

An overview of the historical development of social work. Emphasis on current issues in social welfare and social service programs in the United States. Among the programs explored are those in public welfare, mental health, medical services, child abuse/neglect, school social work, and care for the elderly.

**SOW-300****Methods Social Work Practice**

3 credits

Interviewing techniques are taught and practiced. Skills in forming and running small groups, working with community organizations, and administering social programs are emphasized. Students study how to gather pertinent psycho-social facts about clients, make an assessment, plan an intervention, and successfully complete service to the client. Students who next will take SOW-301 Field Work Experience will be placed in a social service agency by the end of the semester. Prerequisite: SOW-200.

**SOW-301****Field Work Experience**

3 credits

Students observe and work in a social service agency. They study the structure of the agency and the people and roles within it, and develop helping skills with clients. Approximately six to eight hours of field work a week for each three credits are required, plus class sessions during the semester.

**Prerequisites:** SOW-200, SOW-300. May be taken twice in two separate semesters for a maximum of six credits toward the total credits required for graduation.

**SOCIOLOGY (SOC)****SOC-101****Sociological Imagination**

3 credits

Introduction to principles and concepts for the sociological analysis of human societies. Social relations, social structure, and institutions characteristic of societies past and present are examined, and causes and directions of social change are considered.

**SOC-110****Cultural Anthropology**

3 credits

The anthropological perspective is introduced, placing human behavior and institutions within their evolutionary, ecological, structural, and ideological contexts. Examples are drawn from the full range of human societies, with an emphasis on nonindustrial forms.

**SOC-201****Introductory Seminar in Sociology**

3 credits

Designed for students considering a major or minor in sociology. The seminar locates sociology in relation to other disciplines; re-

views the basic perspectives used by sociologists to study human behavior; and considers the methods and applications of sociological inquiry.

**SOC-205****Families**

3 credits

Examines families in the United States, past and present, emphasizing the variety of family experiences in different social contexts and the relationship between family life and social change. Includes comparative material on families in other countries and considers possible alternatives to current family forms.

**SOC-206****Deviance and Crime**

3 credits

Considers deviant behavior as violation of social norms. Examines the concepts of deviance and crime in socio-historical context. Evaluates major theories advanced to explain deviance. Surveys different types of deviance, including conventional crime, non-criminal deviant behavior, and white-collar corporate, and government crime.

**SOC-207****Racial and Ethnic Relations**

3 credits

Examines the social origins of prejudice and discrimination, and analyzes intergroup trends in conflict, competition, and cooperation. Considers issues of immigration, economic and political power, and ethnic, racial, and religious pluralism.

**SOC-211****Social Movements**

3 credits

This course examines social movements that seek change in the social, cultural and political structures of society. The social, economic and political contexts of these movements are treated as well as their origins, tactics, organization, recruitment, and successes and failures. Case studies focus on movements in the areas of labor, civil rights, feminism, the environment, "right wing politics", and neighborhood activism.

**SOC-216****Youth and Crime**

3 credits

In-depth examination of the nature and extent of youth criminality in the U.S. Explores changes in youth culture and theories of delinquency. Social policies are related to youth criminality and the youth justice system is considered.

**SOC-225****Population Study**

3 credits

Demography; its definition, historical emergence, and growth; population as a social problem in developing and developed nations; population theories, sources and methods of demographic data, population composition, and distribution; demographic processes including fertility, mortality, and migration.

**SOC-245****Social Problems**

3 credits

American social, economic, and political institutions and their interrelationships are analyzed, with an emphasis on the causes, directions, and consequences of social change in American society.

**SOC-246****Drugs, Crime and American Society**

3 credits

Explores the nature and extent of drug use in the U.S., how drugs are legally defined and socially constructed, and considers how and why drug policies have developed and changed historically. Considers how the criminalization of drugs has impacted policing strategies, courts, probation programs, sentencing and corrections, as well as other social institutions. Examines the role of local and federal agencies in enforcing drug laws, and considers debates about directions for legal reforms.

**SOC-247****Aging**

3 credits

The emergence of social gerontology, demographic foundation of aging, the aging process, comparative study of aging and aged, effect of aging on the individual, social institutions and aging, and problems of aging and some solutions.

**SOC-248****Social Service Organizations**

3 credits

Examines the growth and variety of social service organizations. The training of providers, such as teachers and physicians, and relationships between professionals and clients in settings such as schools and hospitals are studied as well as organizational decision-making, finances, and community relations.

**SOC-252****Media, Culture and Society**

3 credits

Examines mass-produced commercial culture, how it has developed, and the role it plays in modern society. Analyzes the content of these cultural forms, how its production is organized, and how audiences perceive it.

**SOC-261****Schools and Schooling**

3 credits

Schools and the process of schooling are analyzed within a broad historical perspective as well as within the structural and cultural context of American society. Education within a global perspective is also considered. Issues discussed include school funding, integration, tracking, technology, bureaucratization, and the "cultural wars" fought within the schools.

**SOC-269****Physical Anthropology**

3 credits

An analysis of the biological development of the human capacity for culture. Topics include: modern theories of evolution and their application to human evolution; the relationship of human beings to other primates, the human fossil record, and variation among modern human populations. A background in biological studies is not necessary.

**SOC-270****Area Studies: Africa**

3 credits

An intensive investigation of problems arising from historical and contemporary studies of tribal, peasant, and transitional societies in Africa south of the Sahara.

**SOC-271****Area Studies**

3 credits

Studies problems arising from historical and contemporary studies of peasant populations of Europe.

**SOC-272****Area Studies: Indians of North America**

3 credits

Societies and cultures of the Indians of North America from the Arctic to Mesoamerica. Emphasis on evidence of these tribal groups prior to extensive acculturation and their contemporary situation.

**SOC-300****Work And Occupations**

3 credits

Analyzes the nature and organization of work in modern society. Focuses on such issues as division of labor, specialization, alienation, professionalization, and the role of technological change. Includes an examination of the historical development of work in the 20th century, and a consideration of contemporary and future patterns of work organization.

**SOC-301****Methods Of Research**

3 credits

The second in a series of required courses for majors. Builds upon the Introductory Seminar in Sociology. Social research methods using documents, observations, and questionnaires are taught, and used in completing research projects. Prerequisite: SOC- 201.

**SOC-308****Cities And Suburbs**

3 credits

Examines the growth of an urban way of life under the influence of industrialism. Study of community, political, and economic institutions in cities. Comparisons between urban and suburban areas.

**SOC-309****Peasant Society**

3 credits

A comparative view of peasants and their significance in agrarian, colonial, and industrial societies. Peasant economic, political, and social institutions are analyzed with an eye to both their internal operation and the way they relate to non-peasant groups who hold power in these societies. The changes that have occurred in the peasant world are viewed both as a consequence and a cause of wide reaching political and economic upheaval.

**SOC-310****Pre-Industrial Economies**

3 credits

The anthropological study of technology, production, and exchange in nonmarket cultures, as related to the social, ideological, and ecological systems in which they are embedded. The question of whether the concepts that derive from market economies can be applied to all economic systems is considered in detail.

**SOC-311****Social and Cultural Change**

3 credits

Investigates the process of change in both industrial and nonindustrial settings. Particular attention paid to the role of the individual in change as well as the roles played by the mode of production, social organization, and ideological constructs. Case studies are drawn from non-Western as well as Western sources.

**SOC-312****Women In Society**

3 credits

Examines changes in women's roles and in male-female relationships. Focuses on impact of law, economy and social movements in shaping women's positions as wives and as workers. Explores theories and evidence concerning the nature and extent of sex differences. Attention to women's socialization through language, schools and media.

**SOC-313****Gender and Criminal Justice**

3 credits

This course will examine women's experiences with the criminal justice system as offenders, victims, prisoners, and practitioners. It will consider how gender has shaped theories of crime and criminological research. It will explore how cultural constructions of gender have influenced substantive and procedural criminal law, the ways criminal justice agencies respond to crime, and how these have changed historically. Attention will be given to the development of new approaches, reforms, and challenges.

**SOC-314****Social Theory**

3 credits

Introduces the major thinkers and conceptual problems characterizing the development of sociological thought. Required of sociology majors. Prerequisite: SOC-201.

**SOC 315****Issues in Modern Social Theory**

3 credits

Examines current trends and issues in sociological thought. Prerequisite: SOC-314 or permission of instructor.

**SOC 316****Feminist Social Thought**

3 credits

An introduction to feminist social theory, with emphasis on its breadth and variety. Special attention paid to the ways feminist theorists have analyzed the relationship of gender to other kinds of group differences.

**SOC 317****Law and the Legal Profession**

3 credits

Relationships between law, the economy, and the state are explored. Discussion of laws, legal systems and legal reasoning using cross-cultural comparisons and historical analysis of these in the United States. Particular attention given to impact of law on corporations, workers, women, and minorities. Changes in legal profession and legal education are examined.

**SOC 319****Criminal Justice**

3 credits

An examination of criminal law and the problematic justice or injustice that stems from the administration of such laws. Studies the cultural and social foundations of U.S. criminal justice system and how these develop and change. Examines role of police and legal professionals.

**SOC 320****Religion and Belief Systems**

3 credits

The relation of religious phenomena to social structures and processes; religion in cross-cultural perspective.

**SOC 322****Punishment and Corrections**

3 credits

This course explores the nature, forms, rationales, and effectiveness of punishment as a form of crime control. It traces the development of corrections in the U.S., identifies cultural trends and developments in penology, including mass incarceration and supermax prisons, considers the ways race and class have shaped these, and the reverberating effects penal policies have had on American culture and society beyond the criminal justice system. It examines the role of laws, politics, crime control agencies, as well as of media, and corporations in shaping penal policies. Topics also include: prison subcultures, inmate rights, correctional practices, privatization of prisons, and alternatives to punitive policies of incarceration and capital punishment

**SOC 330****Social Class and Inequality**

3 credits

Social, economic, and political aspects of the division of society into classes are considered. Theories of stratification and the distribution of wealth, power, and prestige in societies past and present are examined.

**SOC 340****Power and Politics**

3 credits

Examines the nature and distribution of power in contemporary societies; analyzes the relationships between political

**SOC 341****Developing Societies**

3 credits

Examines theories explaining patterns of development; indicators and measures of social well-being; and problems such as population, hunger and environmental crises in developing countries. Focuses especially on patterns of development in Latin America or China.

**SOC 346****Health Care and Society**

3 credits

Application and contributions of sociology to medicine; the strategy and methods of sociomedical research; sociology of illness, addictive and mental disorder; medical institutions; health services and medical care; and current status of medical sociology.

**SOC 349****Retirement and Leisure**

3 credits

Examines the social phenomena of retirement as an event, process, social role, and life stage. Explores the meaning of leisure, time utilization, and creativity among the elderly. Defines related problems and issues, i.e., financial, physical, psychosocial, and environmental. Positive as well as negative implications are presented and evaluated. Prerequisite: SOC-247 recommended.

**SOC 350****Social Policy**

3 credits

Investigates the relationship between economic development and social policy in comparative and historical context. The main features of preindustrial, early industrial, and advanced industrial social welfare systems are described. Social, economic and political factors that shape social policy are investigated.

**SOC 355****Social Interaction**

3 credits

Examines the interpersonal relation between and among people in private life, public places, and at work. Explains how such relations affect and are affected by changes in the larger social structure.

**SOC 361****Selected Topic: Studies Soc. of Art**

3 credits

Exploration of a specialized topic or problem in sociology. Permission of the instructor required.

**SOC 367****Selected Topics: Environment**

3 credits

Exploration of a specialized topic or problem in sociology. Permission of the instructor required.

**SOC 396****Applied Sociology**

3 credits

Shows how sociology can be applied in work settings. As participant observers in organizations related to their career objectives, students learn to apply sociological knowledge, perspectives, and skills. In class meetings and individual consultations with the instructor, students examine the applied dimensions of sociology, the uses of sociology in various occupations, the ethical issues involved in applied sociology, and the culture and structure of their work organization.

**SOC 400****Senior Seminar**

3 credits

For sociology majors only. This seminar involves in-depth examination and research of a specific issue of current importance in the discipline. Learning to do sociology is emphasized. Prerequisites: SOC-201, SOC-301, SOC-314.

**SOC 401****Sex and the Body in Society**

3 credits

Examines cultural meanings and social practices associated with sex and the body. Contemporary cultural norms and practices in the U.S. will be compared to other societies, historically and cross-culturally. Variations in sexual practices, ideals of sexual attractiveness according to age, gender, race, ethnicity, class and sexual orientation also will be discussed. Topics may include beauty industries (e.g. cosmetics, diet, fashion, surgery, drugs), sex and the workplace, the impact of media, social policy, and technology on ideals of sexual attractiveness, birth control, and sexual violence.

**SOC 490****Independent Research and Study**

1-4 credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

**SOC 491****Internship in Sociology**

1 to 4 credits

A supervised work experience in an approved organization to gain knowledge of applications of sociology in work settings and to analyze work settings using sociological knowledge and research methods. Placements are made in business, government, and community offices that utilize sociological knowledge or research skills. Prerequisite: 2.75 GPA.

**SOC 496 – 497****Honors in Sociology**

3-6 credits

Training in the efficient collection of data that has a bearing on the problem being investigated. Stresses the technique of proper summarization of the collected material as well as the integration of that material into a comprehensive report. A research design is prepared and hypotheses tested in the field. The original library research is then combined with the findings to produce a mini-thesis. Approval of student's program by a sponsoring faculty member and the department Independent Study Committee is required. Prerequisites: SOC-201, SOC-301.

**SPANISH (SPA)****SPA-100****Spanish I**

3 credits

Introduction to the fundamentals of Spanish grammar, with emphasis on communicative skills, in culturally authentic contexts. Students are required to work extensively with audio and/or video materials and online sources. Prerequisite: placement test if Spanish has been studied elsewhere.

**SPA-101****Spanish II**

3 credits

Continuation of Spanish 100. Emphasizes the use of language for communicative and cultural competency while developing a solid grammar foundation in Spanish. Students are required to work extensively with audio and/or video materials and online sources. Prerequisite: SPA-100 or placement test.

**SPA-200****Spanish III**

3 credits

An intensive review of Spanish grammar with emphasis on aural-oral (listening and speaking skills) and composition writing. Literary and cultural readings will be used to develop these skills. A special section may be offered to address the needs of native speakers. Students may be required to work with audio and/or video materials and online sources. Prerequisite: SPA-101 or placement test.

**SPA-201****Spanish IV**

3 credits

A continuation of Spanish grammar review with emphasis on aural-oral skills and

**SPA-300****Advanced Grammar and Composition**

3 credits

A systematic review of grammatical structure. The development of writing skills, in preparation for upper level courses in literature, culture and professional language. Prerequisite: SPA-201, placement test at 300-level or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

**SPA-301****Spanish for Business**

3 credits

A solid foundation in business vocabulary and cultural concepts; situational practice in geographic and cultural contexts necessary to be successful in today's Spanish-speaking world. Practice in writing business letters and other documents. Oral and written assignments to help students improve their critical thinking and become better communicators. Prerequisite: SPA-201, placement test at 300-level or above or SPA- 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

**SPA-302****Writing and Translating**

3 credits

Practice in writing and an introduction to translation for students who will use Spanish in their professional lives. Using literary, cultural and journalistic sources, students learn various writing discourses including narration, description, exposition, argumentation, and journalistic and letter writing. Translation involves preliminary study of translation theory and techniques, and practice with texts from students' chosen careers. Additional study of Spanish grammar as necessary. Prerequisite: SPA-201, placement test at 300- level or above, or SPA-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

**SPA-303****Advanced Communication in Spanish**

3 credits

The focus of the course is to strengthen the student's aural comprehension and speaking skills by providing a framework for regular guided practice of fundamental grammar structures and vocabulary enhancement in the context of Hispanic cultures. Listening activities will include live speech, video recordings, film shorts and one full-length movie. Speaking tasks will be reinforced with written exercises. Prerequisite: SPA-201, placement test at 300-level or above or SPA-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

**SPA-305****Cervantes**

3 credits

A detailed study of Cervantes' masterpiece El ingenioso hidalgo Don Quijote de la Mancha. Lectures, discussions, and supplementary readings. Prerequisite: SPA-201, placement test at 300-level or above or SPA-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

**SPA-310****Spanish Culture and Civilization**

3 credits

Spain's cultural achievements are studied in light of the country's unique historical and social reality through the use of historical, artistic, architectural, cinematic and literary sources. Cross-cultural awareness is enhanced through exercises that compare Spanish and American society. Classes are in English. No knowledge of Spanish required. This course

may contain an optional travel component offered before or after the semester or during spring break.

### **SPA-311 Latin American Latino Culture**

3 credits

A panoramic survey of Latin American cultural achievements in light of the unique social and political history from the pre-Columbian period to the present. The cross-cultural perspective includes a study of Latino culture in the United States. Classes are in English. No knowledge of Spanish is required.

### **SPA-320 Introduction to Spanish Literature**

3 credits

Examines through lectures, readings and class discussions selected texts and their relationship to the main currents of European literary history. Introduction to the practice of literary analysis through written composition. Required for majors. Prerequisite: SPA-201, placement test at 300-level or above or SPA-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **SPA-325 Introduction to Latin-American/ Latino Literature**

3 credits

A study of the development of Latin-American and Latino literature from its origins to the present through the reading, analysis and discussion of representative works by major authors. This course increases the understanding of how social, historical, and political events, together with native as well as foreign literary movements, create a unique literature, conveying the Hispanic-American reality. Required for majors. Prerequisite: SPA-201, placement test at 300-level or above or SPA-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **SPA-395 Phonetics for Communication**

3 credits

A systematic study of the production of Spanish sounds with practice in phonetic transcription and a preliminary investigation of dialects. Prerequisite: SPA-201, placement test at 300-level or above or SPA-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **SPA-403 Medieval Literature**

3 credits

Surveys the literature of Spain during the Middle Ages, with special emphasis on major writers such as Gonzalo de Berceo and Don Juan Manuel, and attention to the epic and the medieval ballad. Modern versions of medieval Spanish are used. Prerequisite: SPA-201, placement test at 300-level or above or SPA-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **SPA-410 Modern Hispanic Poetry**

3 credits

Surveys the poetic genre, emphasizing how to read, analyze, and appreciate poetry. Major poets from Spain and Spanish America of the 19th and 20th centuries representing the main currents of modern lyricism are studied. Focuses on such major writers as Rosalía de Castro, Darío, Jiménez, Machado, Vallejo, Mistral, Neruda, Lorca, Paz, Ana Rossetti, Nicolas Guillen, and Nancy Morejon. Prerequisite: SPA-201, placement test at 300-level or above or SPA-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **SPA-411 Modern Spanish Novel**

3 credits

Traces the development of the Spanish novel, paying particular attention to the masters of the 19th-century Realism (Galdos and Clarín), the innovations and experimentation of the Generation of '98 (Unamuno, Baroja, Valle-Inclan, and Pérez de Ayala), and the novelists of the post-Civil War and contemporary periods (Cela, Delibes, Goytisolo, Martín Gaite, Matute, Fernandez Cubas, and Javier Marías). Emphasis on the aesthetics of the novel as a literary form. Prerequisite: SPA-201, placement test at 300-level or above or SPA-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **SPA-412 Hispanic Theater**

3 credits

This course explores through theater and cinema the compelling issues that have shaped Hispanic cultures and consciousness throughout the centuries. Sample topics include war and remembrance; myth and history; freedom and authority; immigration; globalization; and race, class, and gender. The course may focus on specific authors or

historical periods. Representative playwrights include Lope de Vega, Zayas, Zorrilla, Avellaneda, Lorca, Buero Vallejo, Sastre, Solorzano, Carballido, Lopez Mozo, and Pedrero. Directors include Buñuel, Saura, Gutiérrez Alea, Almodóvar, Rocha, Salles, Erice, Zambrano, and Bollaín. Prerequisite: SPA-201, placement test at 300-level or above or SPA-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **SPA-413 The Hispanic Short Story**

3 credits

This course will introduce students to the most representative writers of the short story in Spain and Latin America from Romanticism to the present. Students will be prepared to perform close readings of the literary genre under study, to analyze the form and content of the texts read, paying due attention to all internal and external aspects that impact the narrative process and the evolution of the short story. Prerequisite: SPA-201, placement test at 300-level or above or SPA-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **SPA-415 Spanish Renaissance**

3 credits

The origins and evolution of the Renaissance in Spain and of the literary expression of Renaissance culture as reflected in the development and perfection of prose and lyrical styles through the 16th century. Topics include the medieval heritage, Spanish Humanism, the Celestina, the Renaissance ideal in amatory prose and poetry, mysticism, the ballad, and the picaresque novel. Prerequisite: SPA-201, placement test at 300-level or above or SPA-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

### **SPA-416 The Spanish Golden Age**

3 credits

The literature of Spain during a period of political decline and outstanding aesthetic achievement: Lope de Vega and the rise of a national theatre; Calderón's drama of ideas; the development of the novella and the picaresque novel; the poetry and prose of Gongora, Quevedo, and Gracian. Also includes an introduction to literary theory. Prerequisite: SPA-201, placement test at 300-level or above or SPA-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

**SPA-420****From Colonies to Nations**

3 credits

This course consists of a panoramic survey of Colonial and Post-Colonial Latin American literature in light of the unique social, cultural and political history from the pre-Columbian to the Independence period (1825). The approach brings together vivid accounts of places and events, speeches, profiles, oral histories, excerpts from a wide range of literature, policy papers, and other readings. The analysis and discussion of selected literary works and representative films will show how Latin American and Caribbean artistic and creative endeavors express the social, cultural and political context of the Americas. Videos and films will provide the sights and sounds of this vast and vital region. Prerequisite: SPA-201, placement test at 300-level or above or SPA- 300 or above. Note: This course is cross-listed as LAC-420. Students may not get credit for both SPA-420 and LAC-420.

**SPA-426****Latin American/Latino Film and Fiction**

3 credits

A study of the main trends in contemporary Hispanic fiction written in Latin America and the United States. Analysis and discussion of selected novels and short stories, and their cinematic representation on film. Required for majors. Prerequisite: SPA-201, placement test at 300-level or above or SPA-300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

**SPA-490****Independent Research and Study**

1-4 credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

**SPA-491****Internship in Foreign Languages**

1-4 credits

A supervised work experience in an approved organization to gain knowledge of the importance and interrelationship of foreign languages and cultures in the workplace. Placements can be made in international governmental agencies, international trade associations, multinational corporations, social service agencies and other appropriate workplace environments both in the United States and abroad. With permission of the supervisor and faculty advisor, a three-credit internship may be substituted for a collateral requirement as credit toward the major. Prerequisite: students should have completed at least one 300-level course in the foreign language.

**SPA-496****Special Studies**

3 credits

A seminar open to a variety of topics treating a particular author, period, genre, or theme. Prerequisite: permission of instructor.

**SPE-303****Assessment and Instruction for Students with Disabilities**

3 credits

This course will give students the opportunity to evaluate, select, develop, and adapt assessment and instructional materials for children with disabilities. The legal, cultural, and ethical implications of assessment and instruction will be discussed. The use of formal and informal assessment to inform instruction will be addressed. Emphasis will be placed on using assessment information to make decisions about appropriate placement and learning environments, as well as making decisions for effective instruction in the classroom. A field experience with children with disabilities will enable students to apply knowledge in realistic classroom setting. Prerequisites: EDU-106, EDU-206 and SPE-201. A cumulative GPA of 2.75 is required.

**SPE-304****Assessment and Instruction in the Inclusive Classroom**

3 credits

This course will emphasize assessment, planning and instructional design to maximize the learning of all students, including those with exceptional learning needs, in the inclusive classroom. Students will have the opportunity to explore a variety of instructional strategies to meet the needs of diverse learners. Organization of learning environments and the collaborative process will be addressed. A field experience with children with disabilities will enable students to apply knowledge in a realistic classroom setting. Prerequisites: EDU-106, EDU-206 and SPE-201. A cumulative GPA of 2.75 is required.

**SPECIAL EDUCATION (SPE)****SPE-201****Inclusion and Students with Disabilities**

3 credits

This course is designed to introduce students to the inclusive classroom. Students will develop the ability to design and manage the instructional environment in an inclusive classroom setting. Through the use of case studies and classroom interactions, students will develop effective communication and collaboration skills for professional interactions. Attitudes and behaviors that influence children with special needs will be addressed. A cumulative GPA of 2.75 is required.

**SPE-202****Society and Individuals with Disabilities**

3 credits

This course will focus on the transition, community, and daily living concerns of individuals with disabilities. Through active participation in class and field sites and research, students will become aware of the various social issues related to family, education, transition, and work experiences of individuals with disabilities. Students will be required to complete a minimum of 30 weekday field hours in addition to regularly scheduled class hours. Prerequisites: SPE-201. A cumulative GPA of 2.75 is required.

**SUSTAINABILITY STUDIES (SUS)****SUS-100****Introduction to Sustainability Studies**

3 credits

Sustainability is an idea that will shape the lives of all in the 21st century. Students will explore how we arrived at our current precarious environmental situation and investigate cutting-edge methods that support human development and protect the natural ecosystems on which we will depend. By exploring principles of sustainability (whole-systems approaches, resource limitations, stewardship) through many different lenses, students will appreciate the interdisciplinarity of the sustainability enterprise. Co-requisite: SUS-100L

**SUS-100L****Introduction to Sustainability Lab**

1 credits

For students concurrently taking SUS-100. Field trips, visiting speakers, and films to complement topics covered in the introductory course. One three-hour laboratory per week. Co-requisite: SUS-100

**SUS-300****Sustainability Internship**

3 credits

A supervised work/service experience in an approved organization where students gain understanding and experience with applying sustainability principles. Placements may be in private, public, educational, non-profit or governmental organizations. Students are expected to include measurement and documentation of the environmental, social, and economic impact of their work. At least 100 hours of work is required. Pre- or co-requisite: SUS-100 AND SUS-100L

**SUS-400****Sustainability Studies Seminar**

3 credits

To synthesize sustainability studies coursework and internship experiences, students will collaboratively develop and implement a sustainability project on the Rider campus, aiming to simultaneously reduce both depletable resource use and environmental impact. Seminar sessions will explore the historical development of current systems and innovative thinking related to sustainability planning related to the focal issue. Specific topic at discretion of the instructor. Prerequisites: SUS-100, SUS-100L. Pre- or Co-requisite: SUS-300 or permission of instructor

**SUS-490****Independent Research and Study**

1 –4 credits

Immerses the student in applying sustainability principles in a field setting. Students are expected to assess the outcomes of their projects and communicate their results verbally and in writing to interested audiences.

**TECHNOLOGY (TEC)****TEC-201****Internet Ethics**

1 credit

This course focuses on using the Internet to explore and reflect on current ethical issues involving technology. These include individual privacy, legal issues such as fair use and copyright laws, and social issues such as bullying and social networking. Students will

explore these topics using a variety of search engines and will reflect on the information found in terms of its impact on society as well as its appropriate uses in personal life, education and business. Pass/fail.

**TEC-202****Smartboard**

1 credit

This course is designed to provide an opportunity for students to become familiar with the features and applications of Smartboard, an interactive whiteboard that can be used in classrooms and professional presentations. Students will gain experience using the touch screen and in integrating the features of the program into learning and professional materials. Pass/fail.

**TEC-203****Desktop Publishing and Web Page Design**

1 credit

This course provides students with the ability to use desktop publishing software to create materials suitable for use in classrooms, professional settings, and personal use, and with the ability to design web pages. The course is appropriate for anyone who will be involved in designing classroom and student publications and for those who will use web pages in their teaching or personal lives. Discussion will be held on how to use desktop publishing and web page design in elementary and secondary school settings. A project involving application of various desktop publishing and web page design techniques will be completed and demonstrated to the class. Pass/fail.

**TEC-204****Electronic Spreadsheets and Classroom Management Software**

3 credits

Basic electronic spreadsheet concepts and applications are taught using a major spreadsheet program. Topics include writing basic formulas, copying formulas, playing "What If," customizing a worksheet, and printing a spreadsheet. Discussions will be held on how to integrate spreadsheets into elementary and secondary classes and activities. Pass/fail.

**TEC-206****Teaching and Presenting with Technology**

1 credit

This course covers designing, planning, and using technology enhanced instruction and presentations. Group assignments will enable students to explore uses of technology to enhance instruction and presentations. Collab-

oration will be encouraged when discussing the efficient and effective use of technology. Three collaborative group reports will be submitted dealing with discussion questions and chapter topics. Appropriate web sites and programs will be visited. Students will design a final original application that could be used to create motivation and visual learning in a specific classroom or other professional setting related to their major areas of study. Emphasis will be given to technology integration strategies. A final oral presentation of individual projects will be given.

**TEC-207****Social Media for Education**

1 credit

Social Media for Education will introduce students to the structure and culture of social media and how social networking applies to the educational environment. This course will foster a deep understanding of the how the structure and culture of social media in the educational environment can benefit students, teachers, administrators, and stakeholders in the educational process.

This course will provide the background, applications, and practice to help prepare students to become proficient as social media users in education. The course is academically rigorous and developmentally responsive to the needs of pre-service teachers being prepared for education. The course comprises a comprehensive body of knowledge concerning social media structure and culture that includes, but is not limited to media platforms, strategies, case studies, and futuristic discussions. The course content will enhance student development and diversity; curriculum, instruction, assessment, and planning for the classroom; and the ability to develop and implement a positive learning environment. This course will meet for one third of the semester, three hours per week.

**TEC-404****Assistive and Augmentative Technology**

3 credits

This course will emphasize the use of assistive technology, augmentative communication modalities, visual supports, and related instructional strategies that maximize the learning of all individuals including those with exceptional learning needs. Students will learn how to effectively customize materials and adapt learning environments using computer technology. Students will become familiar with the use of high-tech, low-tech,

and no-tech solutions that support the individualized needs of learners with a wide range of disabilities. Prerequisites: SPE-201.

## **THEATRE (THE)**

### **THE-105 Theatre History to 1700**

**3 credits**

The history of theater from the primitive time through the Baroque era. Examines major plays and playwrights, emphasizing the Greek, Roman, Medieval, and Elizabethan eras. Fall.

### **THE-106 Theatre History Since 1700**

**3 credits**

The history of theater from the Restoration to the present. Examines major plays and playwrights, emphasizing the Restoration, Romantic, and Realistic movements. Spring.

### **THE-107 Acting I: Introduction to Acting**

**3 credits**

Exercises and improvisations developing the fundamental prerequisites for the actor are provided. The emphasis is on vocal and physical mobility and the ability to communicate emotional states from the stage.

### **THE-110 Acting II: Scene Study**

**3 credits**

Basic acting techniques. Emphasis on the ingredients of any action: what am I doing, where, why, who am I, what is my attitude toward partner? Prerequisite: THE-107. Spring.

### **THE-111 Theatre Lab**

**0 credits**

This class serves as a forum for students to cultivate practical professional skills. Through seminars, guest speakers and master classes, this lab will give the students necessary tools to enter the professional theater. Theater majors must meet the weekly attendance and participation requirements during every semester up to a total of six.

### **THE-115 Stagecraft**

**3 credits**

The theory and practice of construction and rigging of stage scenery is offered. Emphasis is on actual productions and road show set-ups. One lecture and two labs per week.

### **THE-120 Theatre Appreciation**

**3 credits**

By exploration of dramatic literature, conclusions are drawn as to man's relationship to his particular period, style, political, social, and psychological environment. Appreciation of the theatrical event is included.

### **THE-127 Theatre Production**

**1 credit**

Students rehearse and perform roles in a play produced by the department and directed by a member of its faculty. Students may also prepare a major element of design or technology for the production. Maximum of eight credits are accepted in theatre production, band and/or choir.

### **THE-127T Theatre Production: Technical Crew**

**1 credit**

### **THE-199 The Arts in Contemporary Civilization**

**3 credits**

An integrated study of the arts and their place in contemporary American life. Includes attendance at several events in art, music, and drama. Spring.

### **THE-200 Acting for the Camera**

**3 credits**

Focuses on the craft and artistry of acting in television and film. Examination of TV production and the styles needed for work in various media will be discussed. Physicalization, simplicity, listening, marking and other technical requirements will be explored. Staging involving different camera angles will be rehearsed. The emphasis of this class is on adapting the performance to the special needs of the camera. Prerequisite: THE-107.

### **THE-208 Acting III: Advanced Scene Study**

**3 credits**

Students will study in-depth techniques for exploring characterization. They will be introduced to the "magic if" and study techniques for placing themselves in the circumstances of the characters they are portraying. They will learn the interior and exterior analysis of characters using "Adler" and "Practical Aesthetics" techniques.

Prerequisites: THE-107, THE-110.

### **THE-209**

#### **Acting IV: Styles of Acting**

**3 credits**

Students will learn the appropriate techniques to explore characters in the three styles of Elizabethan, Restoration, and Commedia dell' arte theatre. Sessions will include movement, effective speech, and finding appropriate actions for each style. Students will also learn proper research techniques to understand cultural influences on plays and characters. Prerequisites: THE-107, THE-110, THE-208.

### **THE-217**

#### **Principles of Stage Design**

**3 credits**

The study and application of design principles as related to the stage. Incorporates the design process, decor research, styles, materials, and construction technology. Fall.

### **THE-218**

#### **Stage Lighting**

**3 credits**

The theory and practice of stage lighting as utilized in concept, dance, and theatre. Considers the nature of light, controlling light, color theory, electricity, electrical safety, and lighting design. Prerequisite: THE-115. Spring.

### **THE-220**

#### **Movement for the Actor**

**3 credits**

This course is an introduction to movement training methodologies, and emphasizes physical awareness and expressivity as it relates to development of character. Prerequisite: THE 107. Open to Theater majors or minor, or by permission of the instructor.

### **THE-221**

#### **Voice for the Actor**

**3 credits**

Focuses on exploration of the basic principles of vocal production and cultivating natural expressivity of the voice. Class work is based upon the classic progression of voice exercises of Kristin Linklater. Prerequisite: THE-107. Open to Theatre majors or minor, or by permission of the instructor.

### **THE-222**

#### **Speech and Dialects for the Actor**

**3 credits**

Focuses on exploration of the International Phonetic Alphabet (IPA) and the use of the IPA in learning dialects (including Standard Neutral American) for the stage. Prerequisite: THE-107. Open to Theater majors or minor, or by permission of the instructor.

**THE-240  
Script Analysis**

3 credits

This course provides students with a technique for analyzing any text by breaking down scenes into objectives, conflicts, beats, activities and subtext, allowing the actor to construct an approach to finding character. Prerequisite: THE-107

**THE-306  
American Theatre History**

3 credits

The history of the American theater from the colonial period to the present, emphasizing dramatic scripts and theatrical conventions. Examines important playwrights, theorists, and practitioners representative of each period of American history, emphasizing the 19th and 20th centuries.

**THE-307  
Contemporary American Theatre**

3 credits

Today's most influential theatre artists are discussed. Focusing on playwrights, the form and content of dramatic literature considered most significant today are examined along with recent innovations in design and staging practices.

**THE-308  
Modern Drama**

3 credits

Surveys American and European drama from 1920 to 1970. All plays are read in English translation. In these plays, theatrical artists address the great themes of this century. While doing so, they also expand the limits of theatrical expression.

**THE-312  
The Arts Abroad**

3 credits

A two-week trip abroad that includes a critical study of the music and theatre. Students are required to attend all performances, guided tours, and classes before and after the trip. A travel journal and final paper is required. A travel fee is required. Travel sites and artistic disciplines may vary year to year. May be taken more than once for credit. Prerequisite: permission of instructor. Offered January only.

**THE-400  
Directing**

3 credits

The technique of play directing and production management. Lectures present aesthetic and theoretical concepts that are explored in workshops. Each student is required to direct

and analyze a one-act play. Prerequisites: THE-107, THE-110, THE-115. Alternate years.

**THE-410  
Advanced Performance Workshop**

3 credits

An opportunity to work an entire semester on a specific style or period of theatre, e.g., Shakespeare, farce, Readers' Theater. Prerequisites: THE-107, THE-110.

**THE-490  
Independent Research and Study**

1-4 credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 Credits. Approval of the faculty sponsor, department chair, and dean required prior to enrollment. Pre-requisite: junior or senior standing, good academic standing.

**THE-491  
Internship in Theatre**

1-12 credits

Provides junior or senior theatre majors the practical experience of working within a professional theater environment. Students must be sponsored by a theatre professor. For each academic credit, interns must work 48 hours for the semester, or approximately 3.7 hours each week. Prerequisite: permission of instructor.

**THE-495  
Selected Topics in Theatre History**

3 credits

Intensive study of a particular topic, such as the work of one dramatic movement, one period in dramatic history, or one nation's history. Students become deeply involved in an area through research, class discussions, and individual consultation with the instructor.

**THE-499  
Senior Honors Program**

3 credits

A senior honors program may be submitted in partial fulfillment of requirements for graduation with honors in fine arts. Honors work is limited to those departmental majors with a GPA of 3.5 in fine arts courses and cognates. The program, to be planned under the direction of a faculty advisor, will represent a culmination of demonstrated excellence in a specific area of fine arts. Candidates for honors in fine arts must be approved by the department chairperson and the faculty.

# Notes

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## Procedures and Policies

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# Procedures and Policies

While this chapter contains additional information for undergraduate students at Rider University, please refer to *The Source: The Student Handbook*, found online at [www.rider.edu/TheSource](http://www.rider.edu/TheSource) for all University policies and procedures, unless otherwise noted below. For complete information on graduate programs, or graduate and undergraduate programs at Westminster Choir please go to [www.rider.edu/catalogs](http://www.rider.edu/catalogs)

## ADMISSION PROCEDURES

Rider University seeks to enroll students who will benefit from the University's academic resources while bringing diversity, talents, and energy to the campus environment. Rider offers two options for admission notification: (1) early action and (2) rolling admission. Candidates applying through the early action option must submit all required documents by November 15 and will be notified of the admission decision by December 15. Early action is not binding and a deposit is requested by May 1. Applications received under rolling admission will be reviewed once the file is complete and generally receive notification of the admission decision within four to six weeks.

### High School Seniors

To make application, high school seniors should complete and forward the application for admission, along with a \$50 application fee, either directly or through the high school guidance department, to the Rider University office of undergraduate admission. An official high school transcript is required as is an official report of scores received on the SAT (Scholastic Aptitude Test) or ACT (American College Testing program) exam. Standardized testing reported on the high school transcript will be considered official. A 150-word essay and a letter of recommendation are also required to be considered for admission. Other appropriate information may be submitted (e.g., personal statement) in support of an application.

Strong candidates for admission will present a high school record that includes (through senior year) 16 acceptable academic units from a college preparatory curriculum. Four units of English are required of all applicants, as are three units of mathematics, up to and including algebra II. Remaining units will be accepted from the academic disciplines of mathematics, science, foreign languages, social sciences and humanities.

### Transfer Admission

The primary determinant of transfer admissibility is the academic record an applicant has compiled over all prior college coursework. Accordingly, transfer applicants must submit a Rider application for admission, a \$50 application fee, a 150-word essay, a letter of recommendation, and ensure that official academic transcripts are sent to Rider by all postsecondary institutions previously attended. Applicants who have completed 30 credits at the college level need not submit a high school transcript for admission. There is no minimum number of credits a student must earn before applying for transfer. Generally, courses completed with a grade of "C" or better that meet comparable Rider course requirements will be accepted for transfer. Courses are reviewed individually, however, and final determination of transferability rests with Rider's academic deans.

Grades from another college will not be counted as part of a student's GPA at Rider. Credits that are more than 10 years old are subject to reevaluation.

Some courses in the business administration curriculum are required at the junior or senior level. If such courses were taken at a lower level, they must be validated before transfer credit can be granted. Methods of validation differ from department to department and from course to course. However, typical methods of validation include examination and successful completion of a specified advanced level course. Specific validation procedures should be discussed with an advisor.

A student transferring from an accredited two-year institution may receive up to 60 credits, provided these credits are compatible with Rider degree requirements. Students transferring from a four-year institution may transfer up to 90 credits (maximum 75 in business).

All transfer students seeking either an associate or a bachelor's degree must complete their last 30 semester hours at Rider. In addition, candidates for the Bachelor of Science in Business Administration must complete a total of 45 semester hours at Rider, including the last 30 semester hours.

Students who have been dismissed from another institution may not apply for admission to degree programs until one year after the date of dismissal. Falsification or concealment of a student's previous record will be deemed sufficient basis for summary dismissal.

### International Students

To apply for admission, international students must complete the undergraduate application form along with the International Student Supplement and submit it along with a \$50 application fee to the office of undergraduate admission. Transcripts from all secondary and post-secondary schools attended must be submitted including an English translation of courses completed and grades received.

The TOEFL or IELTS examination is required of all international applicants whose native language is not English and who have not taken the SAT or ACT.

Students for whom English is their native language may be required to submit scores received from the SAT or ACT examination. Students who attend an American School must submit results from the SAT or ACT examination.

A notarized financial resource statement or notarized bank statement is required to demonstrate the student's ability to pay the total cost of attendance.

### Interviews and Tours

Interested students are encouraged, but not required to interview with a member of Rider's admission staff. Appointments and campus tours are available weekdays (10 a.m., noon and 2 p.m.) and Saturday mornings when the University is in session and may be arranged by e-mailing [admissions@rider.edu](mailto:admissions@rider.edu) or calling the office of admission at 1-800-257-9026 or 609-896-5042.

Rider's campus is virtually barrier free. Rider extends a special invitation for physically disabled students to visit the campus, examine the physical facilities, and check the availability of support services.

Rider University does not discriminate on the basis of race, color, creed, gender, age, sexual orientation, national or ethnic origin, or disability status in the administration of its educational or admission policies, employment practices, scholarship and loan programs, athletic programs and any other Rider-sponsored program.

## Acceptance of Admission

### Commuter Students

In order to accept the Rider offer of admission, it is necessary to submit a nonrefundable deposit of \$200 to the cashier's office (along with the admission acceptance form) or pay online through the student portal at [www.myrider.rider.edu](http://www.myrider.rider.edu). The deposit will be credited to the student's account.

### Resident Students

To accept the Rider offer of admission as a resident student, it is necessary to submit a nonrefundable deposit of \$400 (\$200 tuition deposit and \$200 room and board deposit) to the cashier's office or online through [www.myrider.rider.edu](http://www.myrider.rider.edu). Housing is guaranteed for the fall term as long as all deposits are received no later than May 1 prior to the start of the fall semester.

Deposits are required of all students whether or not they are receiving financial aid.

For more information, please go to [www.rider.edu](http://www.rider.edu)

## VETERANS AND MILITARY SERVICE INFORMATION

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

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

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

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

## TUITION AND FEES

Typical undergraduate day expenses for the 2013-2014 academic year are estimated as follows:

### Undergraduate Tuition

Full-time comprehensive tuition (fall and spring semesters)	\$34,560
Per credit hour tuition	\$1,010
Audit fee per course	\$180

### Room and Board

Residence rates on the Lawrenceville campus for the 2013-2014 academic year range from \$4,120 per semester for a standard double room to \$5,520 per semester for a four single bedroom apartment. Board for the 2013-2014 academic year is estimated at \$2,330 per semester. For more information on the wide variety of housing options and meal plans, please contact the Office of Residence Life at 609-896-5057 or visit their Web site at [rider.edu/housing](http://rider.edu/housing).

### Student Mandatory Fees

New student orientation fee	
New fall semester freshman (Lawrenceville and Princeton)	\$275
New fall semester transfer (Lawrenceville)	\$225
New fall semester transfer (Princeton)	\$275
New spring semester students (both campuses)	\$75
Student activities fee (academic year)	\$290
Student teaching fee	\$245

### Advance Deposits

Tuition deposit (new students only)	\$200
Housing deposit	\$200

### Technology Fees

Full-time students	\$210/semester
Part-time students	\$40/course

### Other Fees

Application fee (nonrefundable)	\$50
Readmission fee (nonrefundable)	\$30

I.D. card replacement fee	
First replacement	\$30
Subsequent replacements	\$60
Student medical insurance plan (academic year)*	\$925
International student medical plan (academic year)*	\$945
Enrollment Clearance Fee	\$50
Enrollment Reinstatement	\$100
Late payment fee of tuition, all full-time students	\$250
Late payment fee of tuition, all part-time students	\$50
Dishonored check fee, first time*	\$30
Dishonored check fee, after first time	\$50
Deferred Payment Plan	\$25
Deferred Payment Plan Late Payment	\$25
Freshman Resident Parking Fee (per year)	\$300

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

The fees and charges set forth herein are subject to adjustment at any time. Questions regarding rates and fees should be directed to the bursar's office.

Expenses for the College of Continuing Studies (CCS) are on page 132. Summer session charges are in the summer session catalog, available from the CCS office.

The comprehensive tuition fee covers a normal academic load of between 12 and 18 credit hours per semester. Students are charged \$560 per credit hour in excess of 18 credits. The comprehensive tuition fee may not include audit and noncredit courses. Any questions regarding tuition charges should be directed to the bursar's office. Students taking one through 11 semester credit hours are charged \$1,010 per credit hour.

Rider University scholarships require continuous, full-time enrollment. Eligibility for scholarships, grants, loans, and housing may be jeopardized if a student registers for a part-time load.

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

## DEPOSITS

### New Students

New students are required to provide a tuition deposit of \$200. In addition, new resident students are required to provide a housing deposit of \$200.

### Continuing Students

Continuing resident students who wish to reserve housing for the next academic year are required to provide a \$200 room deposit. That deposit is paid in the spring semester, and held in the student's account until it is applied to reduce the housing charge in the spring semester of the next academic year. No tuition deposit is required of continuing students.

### Deposit Deferrals and Refunds

Students whose total financial aid covers direct expenses may be eligible for partial deferral of deposit(s) by applying to the financial aid office. Housing and tuition deposits for new students are not refundable.

Housing deposits for continuing students are refundable if: (1) students provide written notice to the dean of students office by July 1 for fall semester or January 20 for spring semester. Notice must be received by those dates for a refund to be granted; or (2) the student is dismissed by action of the Committee on Academic Standing or the Judicial Board.

## ACCOUNT STATEMENTS

Statements are sent to students at their home address. The University will mail account statements to another address of the student's choice if a written request is submitted to the bursar's office. Statements may be viewed online by visiting [www.myrider.rider.edu](http://www.myrider.rider.edu).

## 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. Students participating in Rider's Study Abroad programs have the same payment deadlines.

Payments may be made by check, cash, Visa®, MasterCard®, Discover, American Express, and electronic check, in person, online, or by mail addressed to: Cashier's Office, Rider University, 2083 Lawrenceville Road, Lawrenceville, NJ 08648-3099.

Checks should be made payable to **Rider University**. International students should make payments in U.S. dollars. The student's name and Bronc ID number should be included on the check.

A 10 month interest free payment plan may be used to pay Rider costs.

For additional information, visit [www.rider.edu/finaid](http://www.rider.edu/finaid)

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, so please be aware of the deadlines.

## Financial Obligations

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

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 participating in graduation ceremonies.

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, below).

## REFUNDS

### Refunds Due to Withdrawals

No refunds of undergraduate day tuition or room and board will be made to any student who withdraws from Rider without the written permission of the dean of students, nor will any refund be made for absences or dismissal from Rider after the refund period. A student who fails to withdraw officially waives the right to consideration for any refund. All refunds are based upon the official withdrawal date and will be calculated from the official opening date of classes in accordance with the following schedule for the fall and spring semesters.

Prior to the official opening of classes (less deposits)	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%

No refunds are made for withdrawals after the third week of any semester. Budgetary commitments require strict adherence to the policy regarding refunds. Appeals due to extenuating circumstances should be directed to the dean of students.

### Refunds Due to Leave of Absence

Students granted leaves of absence due to medical reasons or to fulfill a military obligation may be eligible for refunds or credits if they must withdraw involuntarily during a semester. Students granted leaves of absence may be given prorated credit for the unused portion of the semester calculated from the date the leave is granted.

## Refunds for Course Withdrawals

Full-time students who withdraw from courses during the two-week add/drop period revising their course load to less than 12 hours will be billed at the per credit hour day tuition rate.

The refund policy for Continuing Studies appears in that chapter of this catalog. Refund policies for summer session, and special programs may be found in the respective catalogs and announcements.

## Return of Title IV Funds

If a student withdraws from the institution, a calculation will be performed to determine the amount of financial assistance the student earned based on the length of time she/he attended. If the amount of aid the student received is greater than the amount of aid earned, a portion of the Title IV proceeds must be returned. No return of Title IV money will occur if the amount of aid earned exceeds 60 percent; at that point, all aid is considered earned. This policy is independent of the Institutional Refund Policy.

## FINANCIAL AID

Rider University believes that no student should be denied a quality education for reasons of cost. Accordingly, the financial aid staff is committed to assisting families in making education affordable. All students and their families are encouraged to apply to determine eligibility for federal, state, and institutional aid sources. There are no income cutoffs used to determine eligibility. Often students who do not anticipate receiving aid find themselves eligible for one or more types of financial assistance.

## How to Begin

The first step in the annual financial aid application process is the filing of the Free Application for Federal Student Aid (FAFSA). To be considered for Rider University funds, including merit scholarships, all students should file the FAFSA with the federal processor by March 1. An earlier filing date is strongly recommended. It should be noted this is a priority filing deadline. Applications received after this date are awarded on a funds available basis. The FAFSA must be completed for all types of aid including the Federal Direct Stafford Loan.

## What the FAFSA Does

The information supplied on the FAFSA provides Rider University with a federally calculated estimate of the amount that the filer's family can reasonably be expected to contribute toward college expenses. This figure is taken into consideration in relation to the total annual student expense budget to determine eligibility for financial assistance. By filing the FAFSA, students are applying for federal, state and institutional assistance. No other financial aid application will need to be filed.

## Awarding

The Rider University financial aid staff develops a financial aid award package that typically includes federal, state and/or Rider University grants, a loan portion, and a work study opportunity on campus as long as financial need is demonstrated. In addition, on the basis of aca-

demic merit, scholarship assistance awarded by the office of admissions may also be included. Other sources of funding include off-campus employment, and scholarships awarded by high schools, and civic and business organizations. Additionally, a variety of loan programs and payment plans are available through independent agencies and financial institutions to assist in meeting college costs. In developing each applicant's financial aid award package, all resources (federal, state, institutional, and private) are expended to address individual student circumstances as well as deliver equitable treatment for all applicants.

## Scholarship Programs

Rider University offers several major scholarship programs based solely on academic merit. To be considered for one of these academic scholarships: (1) you must be regularly admissible to the University as a full-time student and continuously remain a full-time student while attending Rider; (2) qualifying GPAs must be based on a 4.0 scale; (3) for freshmen scholarship, completed high school coursework should reflect at least a college-preparatory level of study; (4) completed application for admission, including essay, recommendations, official SAT/ACT scores, fee, and transcripts, must be received by January 15 for freshmen scholarship consideration and by April 1 for transfer scholarship consideration; (5) students must respond with their admission deposit by May 1. Cumulative GPA through seventh semester, December SAT and ACT will be latest academic information considered for awards. Rider only considers the critical reading and math components of the SAT and composite score on the ACT for scholarship. Freshmen awards may be renewed annually for a maximum of four years eligibility. Transfer awards are renewable for a maximum of three years. NOTE: If you qualify for more than one Rider academic scholarship, you will receive the award of greatest monetary value.

For each of the below listed awards, eligibility for federal and state grants and scholarships are taken into consideration:

### Presidential Scholarship

Presidential Scholarships of up to \$20,000 are awarded automatically each year to freshman students who typically meet the following criteria. Recipients typically average SAT scores totalling at least 1250 or ACT composite score of 28, and a cumulative high school GPA of 3.5 or better. Scholarships are annually renewable for students who remain enrolled on a full-time basis and maintain a cumulative grade point average of at least 3.2. Students must make application by January 15 of their high school senior year and respond with their admission deposit by May 1.

### Provost Scholarship

Provost Scholarships range in the amount of \$14,000-\$15,000 and are automatic for incoming freshmen. Students who have typically qualified in the past have average SATs of 1150 or an ACT composite score of 25 or better and have a cumulative minimum high school GPA of 3.25 or better. The scholarship is renewable if the student maintains a cumulative GPA of 2.80. Students must make application for admission by January 15 of their senior year and respond with their admission deposit by May 1.

### Dean's Scholarship

Dean's Scholarships range in the amount of \$11,000-\$13,000 are automatic for incoming freshmen. Students who have typically qualified in the past have average SATs of 1050 or an ACT composite score of 23 or better and have a cumulative minimum high school GPA of 3.0 or better. The scholarship is renewable if the student maintains a cumulative GPA of 2.6. Students must make application for admission by January 15 of their senior year and respond with their admission deposit by May 1.

### Founder's Scholarship

Founder's Scholarships are awarded automatically in the amount of \$7,000 each year. Students who have typically qualified in the past have average SATs of 1000 or an ACT composite score of 21 or better and a cumulative high school GPA of 3.0 or better. The scholarship is renewable if the student maintains a minimum cumulative GPA of 2.5. Students must make application by January 15 of their senior year and respond with their admission deposit by May 1.

### Transfer Scholarship

Rider automatically awards transfer scholarships ranging from \$5,000 to \$16,000 for students transferring to Rider University who have earned a minimum GPA of 2.50. Students designated with the distinction of Phi Theta Kappa (PTK) will receive an additional \$1,500 scholarship. These scholarships are renewable each year provided the student maintains full-time status with a GPA of at least 2.5. (Maximum eligibility of three years.) Students must make application by April 1 and respond with their admission deposit by May 1. In case of attendance at multiple institutions, GPA will be cumulative and based on all courses completed.

### International Scholarships

Rider University offers academic scholarships for freshmen international students. To be considered for one of the four academic scholarships (Founder's, Dean's, Provost, or Presidential), you must:

1. submit your completed application for admission, including essay, standardized test scores, TOEFL or IELTS scores, application fee, and official transcripts by January 15, prior to the semester you wish to enroll;
2. be regularly admissible to the University as a full-time student;
3. have been actively involved in high school and/or local community;
4. have a minimum cumulative 3.0 GPA on a 4.0 scale;
5. submit your deposit on or before the deposit deadline of May 1.

Freshman international students are strongly encouraged to take the SAT or ACT and submit their scores to Rider University. Preference for academic scholarships will be given to those students who submit these scores.

### Community Scholars/Bonner Leadership

This service-based scholarship program provides education awards based on the amount of hours served on a community service project. Admitted students with significant community service experience during high school are invited to apply.

## **Legacy Award Scholarship**

The Legacy Award is provided to all students who are the child, grandchild or sibling of a Rider graduate. Qualified students receive a \$2,000 grant that is renewable for up to four years of study at Rider University.

Sibling Grants are available to any new full-time undergraduate student enrolling at Rider University who has a sibling currently enrolled as a full-time undergraduate at Rider. Sibling grants are awarded to each additional sibling for each semester in which multiple siblings are enrolled. To be eligible, enrolling siblings must contact the Office of Financial Aid prior to the start of the semester.

## **Actors' Scholarship**

When combined with the University's merit scholarships, these scholarships are awarded to students chosen by audition for the Rider theatre program. The scholarship is renewable provided the student remains continuously enrolled on a full-time basis, majors in theatre, and auditions for at least three productions each year and accepts roles offered.

## **Athletic Scholarships**

Athletics scholarships are available to qualified student athletes. For further information on athletic scholarships, contact the athletics department at 609-896-5054 for the appropriate coach's name and extension.

## **RIDER UNIVERSITY FINANCIAL ASSISTANCE**

Rider University offers a need-based program of financial aid, including a need-based grant awarded to students to offset university costs. Awards vary according to need and academic record, and the range of the award may vary. Students must file the FAFSA each year by the priority filing deadline and demonstrate financial need to be considered for these resources.

## **Rider Grant**

This is a need-based grant awarded to students to offset university costs. Awards vary according to need and academic record, and the range of the award may vary.

## **Rider Advantage Program**

The Rider Advantage Program benefits all first-time, full-time freshmen who receive a cumulative GPA of 3.2 or better by the end of their first year at Rider and who demonstrate leadership qualities. In addition, potentially eligible students are required to work with Rider's Center for Career Services to develop a resume that outlines their skills and co-curricular activities.

By maintaining a 3.2 GPA during the freshman year, a qualifying student will receive a grant that matches the actual difference in tuition between the first and second year of college. Subject to academic performance and continuous full-time enrollment, this additional grant will be awarded in the junior and senior years to help close the gap and minimize the impact of subsequent tuition increases.

This grant is renewable in the junior and senior years if the student maintains a 3.2 GPA.

## **Endowed Scholarships**

Scholarship funds have been established through the generosity of benefactors, both individuals and foundations. In any given year, the amounts and number of scholarships depend on annual income from endowment funds and gifts from individual donors and may vary accordingly. Most scholarships are applied against direct charges each semester. A general application for endowed scholarships is available online or at the Office of Financial Aid. Interested students should submit an application for consideration for these scholarships. Funds are disbursed on the basis of merit and/or financial need to those who meet the criteria specified by each donor.

## **State and Federal Programs**

Rider University participates in the following federal and state financial aid programs. These programs, in conjunction with Rider University and other assistance programs, help students and their families meet the cost of a Rider education.

### **Federal Pell Grant**

These entitlement awards range in value from \$600 to an expected \$5,645 per year based upon high financial need.

### **Federal Supplemental Educational Opportunity Grant**

These campus-based grants are available to students who demonstrate high financial need.

### **Federal Perkins Loan**

These loans are available to eligible students who demonstrate high financial need. Being campus based, funds are limited. The interest rate is five percent and repayment begins nine months after leaving school.

### **Federal Work Study**

Employment on- or off-campus is provided to eligible students through this work program. Typically students average about 10 hours per week when classes are in session.

## **Federal Direct Loan Programs**

### **Subsidized Stafford Loan**

Students enrolled at least half-time and demonstrating need are eligible to participate in the federal subsidized Stafford Loan Program. Freshmen may borrow \$3,500, sophomores \$4,500, and junior and senior students may borrow a maximum of \$5,500 per academic year provided the subsidized loan together with grants, scholarships and other resources does not exceed the student's financial need. The federal government will pay the loan's interest until six months after

graduation, or withdrawal, or when the student ceases to be enrolled at least half-time. Interest on this loan is fixed and is established each year by the federal government.

### **Unsubsidized Stafford Loan**

Students receiving a subsidized Stafford Loan are eligible to be awarded up to \$2,000 in unsubsidized federal Stafford Loan. Students ineligible for the subsidized program may also participate in the unsubsidized federal Stafford Loan Program. In this program, the student rather than the federal government is responsible for the interest during periods of enrollment.

### **Parent Loan for Undergraduate Students**

This loan is for parents of undergraduate dependent students. Parents may obtain a PLUS loan up to the amount of the student's cost of education less financial aid assistance.

### **State Grants**

The State of New Jersey sponsors a range of programs for New Jersey residents including:

#### **Tuition Aid Grant (TAG)**

The amounts of the grant differ in value based on the student's need. These grants ranged from \$1,872 to \$11,550 in the 2012-2013 academic year. **Note:** State grant recipients who enroll for fewer than 12 credits during the last term of the final year of their program of study are considered full-time for purposes of TAG eligibility certification.

#### **Educational Opportunity Fund Grant**

Undergraduate grants for eligible students were \$2,500 for the 2012-2013 academic year.

### **PERSONAL POLICIES**

#### **University Policies**

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

#### **Student Conduct Policy**

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

### **Harassment**

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

### **Sexual Harassment**

Rider University is committed to sustaining an environment for teaching, learning, employment, and participation in other University programs or activities that is free of sexual harassment. It is the policy of the institution that no member of the community may sexually harass another. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and/or physical, verbal or written 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, education, or participation in University programs or activities; or
2. Submission to or rejection of such conduct by an individual is used as a basis for decisions pertaining to an individual's employment, education, or participation in University programs or activities; or
3. Such speech or conduct is directed against another and is abusive or humiliating and persists after the objection of the person targeted by the speech or conduct; or
4. Such conduct would be regarded by a reasonable person as creating an intimidating, hostile or offensive environment that substantially interferes with an individual's work, education, or participation in university programs or activities.

In the educational setting within the University, as distinct from other work places within the University, wide latitude for professional judgment in determining the appropriate content and presentation of academic material is required. Conduct, including pedagogical techniques, that serves a legitimate educational purpose does not constitute sexual harassment. Those participating in the educational setting bear a responsibility to balance their rights of free expression with a consideration of the reasonable sensitivities of other participants.

Nothing contained in this policy shall be construed either to (1) limit the legitimate exercise of free speech, including but not limited to written, graphic, or verbal expression that can reasonably be demonstrated to serve legitimate educational, artistic, or political purposes, or (2) infringe upon the academic freedom of any member of the University community.

A copy of this policy will be widely distributed and prominently displayed so as to assure that all members of the Rider community are aware of their rights and responsibilities under this policy.

## Protection of Personal Privacy

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

- Rider may release the following information without written permission from the student: fact of enrollment, dates of enrollment, degree candidacy, degree awarded, and major field.
- Rider may release the following information unless the student has requested in writing that the information not be released: name, home and local address, and home and local telephone number.

No other information concerning an individual will be released without the written permission of that person.

## Compensation for Performances

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

## Act of Registration

By the act of registration for any term of study at the university, students acknowledge and agree to the following: (1) willingness to accept and comply with the standards and policies set forth in this catalog and in the student handbook (*The Source*); (2) recognition of the ultimate authority of the President and the Board of Trustees for maintaining order on the campus; and, (3) Rider University's ownership and exclusive right to the use of any and all promotional, publicity, and entertainment products (including those produced as course requirements), creations, and activities engaged in while they are students at the university, including but not limited to photographs, television, audio and video recordings, motion pictures, concerts, Internet/web-based productions and sales, and theatrical productions and all proceeds therefrom. Students also agree to execute any documents required to confirm or convey such rights to the University as may be required by the University.

## ACADEMIC POLICIES

### Attendance

Please refer to *The Source* at:

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

### Adding, Dropping and Withdrawing from Courses

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

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

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

### Grade Reports

Members of the faculty are officers of instruction at Rider. Among their responsibilities as such is the evaluation of students' academic accomplishments in courses of instruction. These evaluations ultimately are expressed in grades that are recorded in the student's academic record. Members of the faculty, judging the competencies and performances of students, assign grades based on their professional experience and training. Grades assigned by the faculty follow practices and procedures within the standards established by Rider and within the standards established by individual course requirements.

Letter grades are used at Rider for recording faculty evaluations of final student achievement in individual courses and are entered on the permanent academic record of a student's academic performance.

The academic grades used by faculty for recording evaluations of student achievement are as follows:

A	
A-	
B+	
B	Good
B-	
C+	
C	Fair
C-	
D	Poor; minimum passing grade
F	Failing academic work; failing to abide by standards of academic honesty and integrity; unauthorized withdrawal; and failing to complete course work in prescribed time period

For determining grade point averages, the grades above have weighted values, called variously honor points, quality points, or grade points, as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D	1.0
F	0.0

Each instructor of a course will inform the student of the course objectives, procedures, and applicable grading standards. Upon a student's written request, members of the faculty will provide a review of the student's course work at least once each semester by the midpoint of that term. Each student also may review material submitted to the instructor for evaluation, such as papers, examinations, and the like. In these ways, students are able to assess their own progress in a course before final grades are assigned.

(**Note:** Faculty members are not required to maintain student course materials more than four months after the end of an academic term.)

A student's grade report also may show the following transcript notations, which carry no grade point value:

I	Incomplete
L	Late grade
N	Registered; did not attend
P	Passing
S	Satisfactory progress
U	Failure in pass/fail course
W	Withdrew
X	Audit
Y	Satisfactory completion of supplemental education course
Z	Insufficient progress in supplemental education course

"N" and "W" notations are included in the total semester hours attempted as far as tuition payment is concerned.

## Policy for Grade of Incomplete

Students who, as a result of extenuating circumstances, are unable to complete the required work of a course within the normal time limits for the term may request an extension of time from the faculty member. Such extensions of time should be granted only in cases in which illness or other serious emergency has prevented the student from completing the course requirements or from taking a final examination. The request for extension of time must be made prior to the last scheduled class meeting except in those unusual situations in which prior notification is not possible. The faculty member shall determine whether or not to grant the request for a time extension and the type of verification (if any) required to support the request. The faculty member shall specify the time, up to four weeks from the last date of the term, by which work must be completed by the student. If the faculty member agrees to the request, the notation "I" (incomplete) is submitted on the grade roll. In those situations where the faculty member has not received a request for an extension of time, the notation "I" (incomplete) may be submitted on the grade roll by the faculty member when, in his or her

judgment, such a determination appears justified. Upon submission of completed required work, the faculty member will submit a change-of-grade form to the registrar.

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

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

## Dean's List

The Dean's List is published at the end of each semester to announce academic honors. To be placed on the Dean's List, a student must be enrolled full-time and have a 3.25 GPA with no grade below "C". Part-time students in the College of Continuing Studies are also eligible.

## Graduation with Honors

Graduation with distinction depends upon the achievement of exceptionally high scholastic averages and completion of all requirements. This distinction is reflected by the awarding of degrees cum laude, magna cum laude, and summa cum laude. Graduation with distinction is awarded on the following basis:

Summa cum laude 3.75-4.0 average

Magna cum laude 3.5-3.74 average

Cum laude 3.25-3.49 average

Grade point averages are computed only on work taken at Rider.

## Course Withdrawals

Students may drop courses during the first two weeks of a semester at their own discretion. Students may withdraw from courses and receive a grade of "W" during the third through seventh weeks of the semester. In the semester's eighth through 11th weeks, students may withdraw from courses with the written consent of the course instructor and receive a grade of "W". After the end of the 11th week of a semester, students may withdraw from courses and receive a grade of "W" only for documented involuntary reasons (such as medical incapacity). Such validated reasons shall permit a student to withdraw from courses with a grade of "W" at any time beyond the add/drop period. Reasons must be validated by the academic dean of the college in which the student is enrolled (in consultation with the dean of students).

Withdrawal policies during special sessions observe time limits proportional to the time limits of a regular semester. Course withdrawal forms are available in the registrar's office and in the CCS office for its students.

## **Conditional Standing, Dismissal and Readmission**

All students permitted to enroll at Rider are in good standing and are qualified to be bona fide students. Decisions regarding academic conditional standing and dismissal for poor scholarship are the responsibility of the Committee on Academic Standing within each college.

Because a 2.0 or better cumulative GPA is required for graduation, a student is expected to maintain at least a 2.0 cumulative GPA while enrolled at Rider. A student who fails to maintain at least a 2.0 cumulative GPA will be reviewed by an academic standing committee and may be dismissed or placed on conditional standing.

Students who have not done satisfactory work may be dismissed for poor scholarship at the end of any semester after an appropriate review of their scholastic records by the academic standing committee. There must be substantial evidence of proper motivation and a capacity for doing college-level work to warrant maintaining a student with a record of continued conditional status. An academic standing committee may require a student who does unsatisfactory work to pursue a specific course of study during a particular academic session. A student who fails to pursue a course of study prescribed by an academic standing committee, or who does unsatisfactory work in the prescribed course of study, may be dismissed without the right of further appeal.

Students who wish to appeal a dismissal must submit a written statement of appeal to the academic dean of their college within 10 days from the date on their letter of dismissal. All appeals submitted by the deadline will receive consideration by the appropriate academic standing committee.

Academic dismissal at the end of the fall semester is effective prior to the beginning of the spring semester.

Dismissal for academic reasons terminates a student's relationship with Rider. Although some students will apply for readmission, there is no real or implied right to such readmission. A student dismissed for academic reasons normally will not be eligible for readmission within one calendar year of the dismissal date. Decisions concerning readmission are made by the Committee on Academic Standing of the college to which the student seeks readmission.

## **Leave of Absence**

Students who withdraw from the University for medical incapacity, active military service, family crisis, or to pursue a specific academic or professional alternative may apply for a leave of absence. The dean (in consultation with the dean of students) may grant the leave upon receipt of appropriate documentation. Medical leaves are for one year. Military leaves are renewable up to four years. Academic status is the same upon return provided that appropriate programs and courses are offered or can be substituted. Medical clearance is required for approval for return.

Students granted leaves of absence may be eligible for refunds or credits if they must withdraw involuntarily during a semester. Students granted leaves of absence for medical reasons will be given prorated credit for the unused portion of the semester calculated from the date the leave is granted.

## **Voluntary Withdrawal and Readmission**

A student withdrawing is required to submit the withdrawal in writing and to surrender his/her identification card. Failure to comply with this requirement may preclude any further enrollment. An unapproved withdrawal results in failure in all scheduled courses. Additional, relevant policies are as follows:

### **1. Withdrawal from the University effective during the term:**

Withdrawals from the University effective during a term may be approved during the first 11 weeks of classes (registrar will provide withdrawal deadlines for each term). A University withdrawal form is completed and filed (or written/signed notification of intent to withdraw is received). Withdrawals from the University are not approved after the withdrawal deadline except when involuntary (for such reasons as medical incapacity) as judged by the dean in consultation with the dean of students. All grades are entered on transcript as "W".

### **2. Withdrawal from the University effective other than during the term:**

Withdrawals from the University effective other than during an enrolled term may be approved by the dean of the college (or by the dean of students) upon receipt of a University withdrawal form (or written/signed notification of intent to withdraw). Students who have failed to complete registration by the registration deadline for a regular term may be withdrawn by the dean (or by the dean of students). The students are sent a notice of the action. The effective date is retroactive to a date prior to the beginning of classes. If students are withdrawn for failure to complete registration, courses will be dropped from the transcript.

### **3. Dropping a course in the first two weeks:**

Courses may be dropped by a student prior to the end of the second week of classes of a semester (or proportionate time for shorter terms) by submitting the appropriate form to the dean's office/registrar (or by electronic means with confirmation of the transaction). Dropped courses are removed from class rosters and do not appear on transcripts.

### **4. Course withdrawal from the third to the seventh weeks:**

Students may withdraw from courses from the third week through the seventh week of semesters (or proportionate times for shorter terms) by submitting completed course withdrawal forms to the dean's office/registar.

### **5. Course withdrawal from the eighth week to the last two weeks of class:**

In the semester's eighth week up to the last two weeks of classes in a semester, students may withdraw from courses with the written consent of the course instructor and receive a grade of "W". (Proportionate times are used for shorter terms.)

**6. Course withdrawal in the last two weeks of the term:**

Students may withdraw from courses during the last two weeks of classes or finals (or proportionate times for shorter terms) only for documented involuntary reasons (such as medical incapacity) with the approval of the dean (in consultation with the dean of students).

**7. Readmission:**

Each college or school grants readmission to students in accordance with policies and procedures specified by the Academic Policy Committee and academic standing committee of each college or school/program.



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[www.rider.edu](http://www.rider.edu)

# Graduate Academic Catalog

2013–2014

## Notes

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College of Business Administration

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[www.rider.edu/cba](http://www.rider.edu/cba)

# College of Business Administration

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

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

## DEGREE PROGRAMS

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

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

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

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

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

## FACULTY

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

## PROFESSIONAL ACCREDITATION



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

## OBJECTIVES AND PROGRAM SUMMARIES

### Introduction

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

### The Master of Accountancy (MAcc)

The MAcc program prepares individuals for a flexible career path and, ultimately, leadership positions in the accounting profession. Those students who wish to pursue a career in public accounting will develop specialized technical competencies to meet the 150 credit-hour requirement for licensure. Accounting career paths in corporate, financial or governmental sectors are facilitated through the core curriculum and specialized elective courses. The comprehensive curriculum focuses on development of analytical and professional skills necessary for success in today's global business environment.

Required courses emphasize an integration and synthesis of accounting theories and concepts. Course work assumes that students have established a basic foundation level of accounting at the undergrad-

uate level. Students without an undergraduate accounting degree are required to complete preliminary courses prior to beginning the MAcc core curriculum.

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

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

**Please see the MAcc Web site at [www.rider.edu/macc](http://www.rider.edu/macc) for up-to-date information on the program and faculty.**

### **The Online Master of Accountancy (OL MAcc)**

Similar to the on-campus MAcc, the Online MAcc program prepares individuals for a range of careers in the accounting profession, using the online educational format. In a 16-month, structured suite of courses, students who have both academic and professional backgrounds in accounting, can earn the same graduate degree as our on-campus Master of Accountancy. The OL MAcc supports students in developing their competencies and knowledge to sit for the CPA examination in all states and to meet the education credit-hour requirements for licensure. Accounting career paths in corporate, financial or governmental entities are facilitated through the core MAcc curriculum and specialized elective courses. These electives, built right into the curriculum, include courses that address some of the required topic areas on the CPA examination such as Business Law and Governmental Accounting. In addition in the Online MAcc program, students can achieve a concentration in fraud and forensic accounting.

Required courses emphasize an integration and synthesis of accounting theories and concepts. Course work assumes that students have established a basic foundation level of accounting at the undergraduate level.

The Online MAcc courses are offered in a 16 month structured cohort-based program with two (2) one-day residency sessions. The schedule is shown in the detailed curriculum description.

**Please see the Online MAcc Web site at [www.rider.edu/onlinemacc](http://www.rider.edu/onlinemacc) for up-to-date information on the program and faculty.**

### **The Master of Business Administration (MBA)**

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

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

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

**Please see the MBA Web site at [www.rider.edu/mba](http://www.rider.edu/mba) for up-to-date information on the program and faculty.**

### **UNDERGRADUATE STUDENTS TAKING GRADUATE BUSINESS COURSES**

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

*For taking an MBA course:*

- Students must have at least a 3.5 GPA
- Students may take an elective or MBA breadth course if all prerequisites have been met.

*For taking a MAcc course:*

- Students must have at least a 3.3 GPA or higher.
- Students may take either MAcc-654 or an elective, if all the prerequisites have been met.

A graduate business course taken as an undergraduate can fulfill the requirements of only one program, either graduate or undergraduate. There is no “double dipping” of coursework between graduate and undergraduate programs. Permission to take such courses will be granted by the Assistant Dean for Graduate Programs based on a review of a student’s academic record.

### **The Executive Master of Business Administration (EMBA)**

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

scheduling (following the initial class, which consists of three weekends, all courses are on Saturdays); and classes are held at a local (Princeton area) executive conference center.

**Please see the Executive MBA Web site at [www.rider.edu/emba](http://www.rider.edu/emba) for unique admission requirements, program schedules and other relevant information.**

## MASTER OF ACCOUNTANCY (MACC)

[www.rider.edu/macc](http://www.rider.edu/macc)

### Course Requirements

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

### Upper Level Required Accounting Courses

(12 credits)

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

### Upper Level Elective Accounting Courses

Students must take at least one MAcc elective.

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

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

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

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

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

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

### Business Core Requirements

9 credits (for students with a non-business undergraduate degree or outdated course work). See the communications requirement noted below.

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

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

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

### Accounting Core Requirements

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

Course No.	Course Title	Credits
ACC-302	Cost Management	3
ACC-310	Accounting Theory and Concepts I	3
ACC-311	Accounting Theory and Concepts II	3
ACC-400	Principles of Auditing	3
ACC-405	Accounting Problems and Practice	3
ACC-410	Fundamentals of Federal Taxation	3

## The Master of Accountancy (MAcc)– Waiver of Courses

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

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

### ONLINE MASTER OF ACCOUNTANCY (OL MACC)

[www.rider.edu/onlinemacc](http://www.rider.edu/onlinemacc)

#### Course Requirements

The Online MAcc program consists of 30 semester hours at the graduate level, (MAcc-600 and PMBA-8000 levels only). At least 15 semester hours are in accounting courses and the remaining semester hours are to be taken as graduate business electives. The Online MAcc is structured as a 16-month cohort-based program. Students will complete their required and elective course work as outlined below.

The Online MAcc program is designed for students who have completed an undergraduate accounting major or have completed a series of both business and accounting prerequisite courses as part of an undergraduate/graduate program or independently at a four year university:

#### Business Core Requirement Courses

1. Macroeconomics and Microeconomics  
(6 Undergraduate Credits)
2. Principles of Marketing  
(3 Undergraduate Credits)
3. General Accounting and Managerial Accounting  
(6 Undergraduate Credits)
4. Fundamentals of Management  
(3 Undergraduate Credits)

#### Accounting Core Requirement Courses

1. Intermediate Accounting I & II (6 Credits)
2. Advanced Accounting (3 Credits)
3. Cost Accounting (3 Credits)
4. Federal Taxation (3 Credits)
5. Auditing (3 Credits)

Upon successful completion of these courses, students may apply to the Online MAcc.

The Required Courses for the Online MAcc are as follows. As the program is Cohort-based, the Upper Level Required Accounting Courses and Electives courses will be taken with the Cohort. Students will be able to achieve a concentration in Fraud and Forensic Accounting.

#### Upper Level Required Accounting Courses

(12 credits)

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

#### Upper Level Required Online Accounting and Elective Courses

Course No.	Course Title	Credits
MACC-662	Auditing Practice and Problems	3
MACC-663	Fraud and Forensic Accounting	3
MACC-664	Issues in Managerial Accounting	3
MACC-665	Fraud Detection and Deterrence	3
MACC-667	Business Valuation: Fundamentals, Techniques and Theory	3
PMBA 8312	Data Mining	3
PMBA -8491	Business Law	3

The required and elective courses for the Online MAcc are scheduled for each cohort at the beginning of the 16 month program period. Each student is expected to complete the specified courses as planned. If a student can't complete a course in the sequence for a personal or professional reason, he/she must work with the Assistant Dean for Graduate Programs to address the matter.

## The Master of Accountancy (MAcc) and Online MAcc—Waiver of Courses

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

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

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

### MASTER OF BUSINESS ADMINISTRATION (MBA)

[www.rider.edu/mba](http://www.rider.edu/mba)

#### Course Requirements

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

#### Breadth Course Requirements

(31.5 credits)

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

#### Elective Courses

(9 credits)

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

#### Pre-Program Requirements – Courses

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

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

#### Notes:

1. One of the learning objectives of the MBA and MAcc programs is to improve the writing skills of the students. This will be done both formally through a class for those not demonstrating a level of proficiency expected for business professionals and informally for all students through faculty review of student-prepared course materials such as research reports, case study write-ups and papers.

2. A solid business math and calculus foundation is a pre-condition of the MBA program. This requirement may be met through prior undergraduate course work. Admitted students may also meet this requirement while in the program by successfully completing (with a grade of "B" or better) PMBA-8050 or an equivalent calculus course. This requirement must be met before the student may start the breadth courses of the program. Calculus is required for PMBA-8230.

## The Master of Business Administration (MBA) —Waiver of Courses

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

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

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

It is possible for students to substitute an elective for an MBA Breath Course in the following situations, so as not to duplicate course work that may have been done as undergraduates:

1. The student was a Marketing Major who graduated in the last five years with at least a 3.0 in their marketing courses. Students who meet these criteria will not need to take PMBA-8230 Marketing Analysis and Decision Making. In its place, students must take an elective from the MBA or MAcc programs.
2. The student was an Accounting Major who graduated in the last five years with at least a 3.0 in their accounting courses. Students who meet these criteria will not need to take PMBA-8220 Strategic Accounting for Managers. In its place, students must take an elective from the MBA or MAcc programs.

### Note:

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

## EXECUTIVE MBA (EMBA)

[www.rider.edu/emba](http://www.rider.edu/emba)

### Course Requirements

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

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

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

### Integrated Business Foundation

Course No.	Course Title
EMBA-9001	Top Management Perspective (Summer)
EMBA-9250	Statistical Analysis for Business (Fall)
EMBA-9251	Service and Production Management (Fall)
EMBA-9260	Strategic Marketing (Fall)
EMBA-9270	Management and Team Skills (Fall)

EMBA-9230	Economic Principles (Spring)
EMBA-9231	Economic Analysis & Decision Making (Spring)
EMBA-9220	Financial Reporting and Analysis (Spring)
EMBA-9240	Corporate Finance (Spring)

**Advanced Topics**

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

**Waiver of Program Coursework**

There are no course waivers granted for the EMBA program.

**Executive in Residence Program**

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

**International Experience**

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

**Cost**

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

**Application Procedures (MAcc, Online MAcc, MBA, EMBA)**

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

- Obtain an application for admission from the Office of Graduate Admission or online at [www.rider.edu/gradadmission](http://www.rider.edu/gradadmission).
- Complete the application for admission and application fee form, and return them with your resume and statements of aims and objectives, or statement of objectives for EMBA applicants, with the nonrefundable \$50 application fee to the Office of Graduate Admission.

- Register and take the GMAT and furnish the Office of Graduate Admission with official notification of your GMAT scores. If you have already taken this test, request the Graduate Management Admissions Council (GMAC) to furnish the Office of Graduate Admission with an official notification of your score. Executive MBA applicants may not need to have a GMAT score. Please contact the EMBA Program Director to determine if the GMAT is necessary.

- Rider University will accept the Graduate Record Examination (GRE) in place of the GMAT as an admissions requirement. The Verbal and Quantitative Scores will be factored into an ETS-provided formula to develop a GMAT equivalent score. This equivalent score will be used for admissions decisions and external reporting. The GRE Analytical Writing Score will be used in the same manner as we use that score for the GMAT test. For the GRE, based on its grading rubric and scale, a score of 3.5 or higher will be accepted as competent writing skills; students achieving this level will be exempt from taking ENG-321 Work Place Writing: Business and Professional Contexts.

- Arrange to have an official transcript(s) sent to the Office of Graduate Admission by every institution of higher learning attended (including Rider University). A transcript should be sent even if only one course was taken at the institution. Only official transcripts will be accepted. Transcripts sent to the student are not acceptable unless they are sealed in the original envelope when received by the Office of Graduate Admission.

- MBA and MAcc applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) and have the official results sent to the Office of Graduate Admission. A score of 80 on the internet-based TOEFL exam is considered proficient and acceptable.

- International students are asked to have their transcripts evaluated (and translated, if necessary) for program equivalency by a recognized credential evaluation service. World Education Services in New York City is suggested for this evaluation.

- For international students, a notarized financial resource statement or notarized bank statement is required to demonstrate the student's ability to pay the total cost of attendance.

- Additional Executive MBA application requirements include the following personal information:

- Two work-related recommendations (employer or another business-related source)
- Personal interview

**Application Deadlines**

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

## Admission Requirements

### MBA, MAcc, and Online MAcc

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

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

The GMAT will be waived for potential MAcc students who:

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

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

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

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

### EMBA

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

#### Academic Background

- Bachelor's degree from an accredited University

- Minimum 3.0 GPA (if the student's GPA is less than 3.0 and, the GMAT may be required)

#### Business Related Background

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

#### Interview

Students will also have a personal interview with the EMBA Program Director to assess their academic and professional qualifications and readiness for the Program.

#### Classification

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

#### Full Standing

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

#### Special

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

#### Non-matriculated MBA and MAcc students

Students are allowed to take up to a total of 12 credit hours (a maximum of 6 credit hours in any one semester or summer session, a total of 12 in one and one-half years) as non-matriculated students if they meet the following criteria:

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

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

For any student who achieves a 3.3 or higher for the twelve (12) credit hours of CBA graduate course work completed as a non-matriculated student, with no grades below a "B" (no B-'s or below), we will waive the GMAT (or GRE) requirement, and evaluate their admission to our program based on their professional and academic record and professional experience. The twelve (12) credits used for admission evaluation purposes cannot include PMBA 8000 (Executive Communications) or PMBA 8010 (Information Technology Proficiency), which are pre-program requirements not necessarily indicative of graduate academic performance.

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

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

### **Transfer of Courses**

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

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

### **Advising**

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

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

### **Course Repeat Policy**

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

### **Academic Integrity**

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

### **Dismissal**

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

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

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

### **Honors Graduates**

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

### **Graduation Requirements and Application**

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

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

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

### **CONCENTRATIONS FOR MBA AND MACC STUDENTS**

The required courses provide a distinct and consistent advanced business knowledge and skill platform for all students in the program. The electives allow the student to tailor the graduate educational experience to fit individual needs. Concentrations are comprised of three course electives (nine credit hours) sequences defined from a menu of electives by either the functional area (finance, computer information systems, management, or forensic accounting) or interdiscipline (entrepreneurship, global business, or corporate accounting for managers). Electives counted toward a concentration are to carry a grade of "B" or better,

and students must achieve a 3.20 GPA in those electives. Students may elect to pursue a general management option in lieu of a specific concentration.

## **Entrepreneurship**

*Faculty Contact: Dr. Ronald Cook*

A minimum of 3 courses needed.

### **Required:**

PMBA-8383 Entrepreneurship

### *Pick Two:*

PMBA-8313 E-Commerce

PMBA-8384 Consulting for New and Small Ventures

PMBA 8385 New Venture Launch

PMBA-8386 Green Entrepreneurship

PMBA-8491 Business Law

PMBA-8902 Independent Study in Entrepreneurship\*

## **Forensic Accounting**

**(MBA, Undergraduate Accounting Majors Only)**

## **Fraud & Forensic Accounting (MAcc students)**

*Faculty Contact: Dr. Margaret O'Reilly-Allen*

A minimum of 3 courses needed.

### **Required:**

MACC-663 Fraud and Forensic Accounting

MACC-665 Fraud Detection and Deterrence

### *Pick One:*

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

PMBA-8312 Data Mining

## **Corporate Accounting for Managers**

*Faculty Contact: Dr. Margaret O'Reilly-Allen*

A minimum of 3 courses needed.

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

## **MBA, Non-Accounting undergraduates**

### **All 3 courses required:**

PMBA-8324 Financial Reporting

MACC-664 Issues in Managerial Accounting

PMBA-8321 Managerial Taxation

## **MBA, Accounting undergraduates**

### **Required:**

MACC-664 Issues in Managerial Accounting

PMBA-8321 Managerial Taxation

### *Pick One:*

PMBA-8346 Financial Modeling

MACC-667 Business Valuations

## **MAcc students**

### **Required:**

MACC-664 Issues in Managerial Accounting

PMBA-8321 Managerial Taxation

### *Pick One:*

PMBA-8240 Applied Corporate Finance

PMBA-8346 Financial Modeling

MACC-667 Business Valuations

## **Management**

*Faculty Contact: Dr. Joy Schneer*

A minimum of 3 courses needed.

PMBA-8371 Human Resource Management

PMBA-8372 Management Skills

PMBA-8375 International Management

PMBA-8376 Organizational Development and Effectiveness

PMBA-8377 Managing Workforce Diversity

PMBA-8383 Entrepreneurship

PMBA-890X Selected Topics in Management

PMBA-890X Selected Topics in Leadership

PMBA-8902 Independent Study in Management\*

## **Information Systems**

*Faculty Contact: Dr. Lan Ma Nygren*

A minimum of 3 courses needed.

PMBA-8312 Data Mining

PMBA-8313 Electronic Commerce

PMBA-8314 Project Management

PMBA-8315 Globalization and Technology

PMBA-8902 Independent Study in IS\*

## **Global Business**

*Faculty Contact: Dr. Susan Denbo*

A minimum of 3 courses needed.

MAcc-656 International Dimensions of Accounting

PMBA-8315 Globalization and Technology

PMBA-8335 International Trade and Investment

PMBA-8345 International Financial Management

PMBA-8365 International Marketing Management

PMBA-8375 International Management

PMBA-8902 Independent Study in Global Business\*

PMBA-8903 International Business Seminar

## Finance

Faculty Contact: Dr. Maury Randall

A minimum of 3 courses needed.

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

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

practice of financial management. The course reviews the principles executives need to acquire to manage for value creation. Topics covered include valuation of securities, capital budgeting, cost of capital, capital structure, and value-creating decisions in a global environment.

### EMBA-9250

#### Statistical Analysis for Business

3 credits

This course introduces students to basic concepts and methodologies in probability theory and statistics. Emphasis is on real-world application of reasoning techniques used for interpreting data for decision criteria of managerial decision making. Topics include probability, variables, estimation, hypothesis, regression, and sampling. Concepts of learning are facilitated through real-world practices.

### EMBA-9251

#### Service and Production Management

3 credits

This course focuses on the issues, concepts, skills, and techniques related to the management of operations of organizations. Students are introduced to various techniques of operations research and management science as they are applied to decision making in the management of operations. Topics include productivity, supply chain management, manufacturing strategies, and competitiveness.

### EMBA-9260

#### Strategic Marketing

3 credits

The focus of this course is to provide students with the analytical skills required to understand and assess complex marketing situations in order to develop and implement appropriate marketing strategies. Identifying individual case factors and understanding the relationship between developments of strategies is emphasized. Students will apply the material using real-world cases faced by organizations.

### EMBA-9270

#### Management and Team Skills

3 credits

This course is based on the assumption that management and team skills can be learned. To learn skills requires active involvement in the classroom exercises and many learning opportunities come from group activities. To develop these skills, students will need to set personal goals and experiment with new

## Course Descriptions

### EXECUTIVE MASTERS IN BUSINESS ADMINISTRATION (EMBA)

#### EMBA-9001

##### Top Management Perspective

3 credits

This team-taught course will serve as the initial course of the EMBA program. The course will take place over three weekends. Top managers will also attend and provide their perspectives to students and faculty in attendance. This course will explore the "art" of case study analysis. Students will focus on identifying, analyzing, and resolving issues from a top management perspective. This course will consider various issues confronted by top managers and heavily emphasizes contemporary cases that illustrate a wide range of management issues. By having the course team-taught by a faculty member and an Executive-in-Residence, both the academic and applied aspects of business will be represented in the classroom. This sets the tone for the approach and philosophy of the entire program - a blending of business theory with real world application. Another of the course's purposes is to allow the students to get to know one another, become acquainted with the faculty who will be teaching in the program, and receive an overview of the material that will be covered.

#### EMBA-9220

##### Financial Accounting

3 credits

This course provides a managerially-oriented focus on the aspects of financial accounting most relevant to business decision makers.

Students will develop the ability to read, analyze, and interpret financial information for decisions regarding operating, investing, and financing activities as well as serving as a foundation for more advanced analysis in areas such as credit and equity decisions.

#### EMBA-9230

##### Economics Principles

1.5 credits

This course focuses on how markets work in different settings (structures). The course begins by establishing basic relationships between consumer behavior and demand, and production costs and supply. The remainder of the course focuses on profit-maximizing strategies in different market structures (perfect competition, monopoly, and imperfect competition). Also, this course provides an introduction to the basic economic concepts to prepare students for EMBA-9231, Economic Analysis and Decision Making.

#### EMBA-9231

##### Economic Analysis and Decision Making

3 credits

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

#### EMBA-9240

##### Corporate Finance

3 credits

This course introduces modern corporate finance principles that today's managers should know. Its purpose is to give students a thorough introduction to the theory and

behavior. This course will involve a variety of in-class exercises including self-assessments, interpersonal activities, and a team project.

### **EMBA-9271**

#### **Leadership**

**3 credits**

This course has been designed to provide students with an understanding of leadership from both a scholarly and a practitioner perspective. The purpose is to help students understand what it means to be a leader in general and in the current business environment specifically. Students will be encouraged to consider their own leadership aspirations, to observe others in leadership roles, and to test their own leadership acumen.

### **EMBA-9301**

#### **Corporate Governance, Legal and Ethical Issues**

**3 credits**

This team-taught course provides an overview of corporate governance. The governance structure specifies the distribution of rights and responsibilities among different participants in the corporation, such as the board of directors, managers, shareholders, and other stakeholders. In this course, students will discuss the importance of corporate governance and the roles of various stakeholders in the governance structure. Conflicts of interest that arise between the stakeholders and approaches to mitigate those conflicts will be a central focus of the course. Because corporate governance plays an integral role in creating a culture in which ethical behavior is the norm, this course will also focus on identifying, analyzing, and resolving ethical dilemmas in business. The course will consider ethical issues confronted by managers and heavily emphasizes contemporary cases that illustrate a wide range of ethical issues.

### **EMBA-9302**

#### **Corporate Performance Evaluation**

**3 credits**

This team-taught course emphasizes to executives that shareholder value creation should be an enduring focus of concern because value is the foundation of survival and prosperity for the enterprise. The course introduces multiple perspectives in evaluating the performance of the firm. Among them are management control systems, financial statement analysis, cash flow analysis, and the balanced score card (BSC) including Economic Value Added. The nature of these approaches to evaluation draws from the disciplines of accounting and finance. Structuring the course as a team-taught course in which instructors from both of these disciplines will be present

helps to ensure that students will receive a comprehensive and integrated understanding of the course topics. Students will experience using real-world cases in evaluation.

### **EMBA-9303**

#### **International Business Seminar With Travel Experience**

**3 credits**

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.

### **EMBA-9309**

#### **Special Topics**

**3 credits**

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

### **EMBA-9310**

#### **Information Technology and Management**

**3 credits**

This course enables current and future senior executives to gain a strategic perspective of information technology resources within the organization. The focus is on opportunities and challenges associated with managing technological resources as well as how the effective management of information technology can improve competitive positioning and operational performance. Course format will be a combination of lectures, guest speakers, case studies, and hands-on exercises. Experiential learning opportunities will allow students to work with real-world case studies using relevant technologies.

### **EMBA-9362**

#### **Product Development and Commercialization**

**3 credits**

The purpose of this course is to provide an in-depth overview of the Product Development and Commercialization (PD&C) process. This will be done through the analysis of cases that describe actual PD&C as well as innovation problems faced by a variety of organizations (e.g. consumer, health care service). Topics covered include innovation funding, opportunity analysis, common PD&C challenges and issues, and the interface among various disciplines to achieve best-in-class PD&C strategies.

### **EMBA-9409**

#### **Special Topics**

**3 credits**

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

### **EMBA-9509**

#### **Special Topics**

**3 credits**

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

### **EMBA-9880**

#### **Strategic Management: A Capstone Course**

**3 credits**

The capstone course focuses on the elements required to make effective strategic decisions in organizations with reference to the impact these decisions have on all stakeholders. The purpose of this course is to provide students with an understanding of the strategy process through an analysis of how a firm develops a mission, vision, and establishes a sense of purpose while simultaneously monitoring the external environment for emerging opportunities and threats. Topics focus on real-world cases, the evolution of strategic management processes, and strategies for a global world.

**EMBA-9900****Leadership Edge**

Required, not for credit

This course is structured as pass/fail. It provides students at, or aspiring to, executive positions within their organization's career, leadership and management development with a real-time, practical approach to leadership. This differentiator and developmental component is referred to as "The Leadership Edge." Students will reflect on self-assessments completed as part of the program. They are then able to leverage the Leadership Edge experience by pursuing different methods of developing career, leadership, and management competencies to fill identified gaps. Opportunities for development are met through group sessions and student participation in individual (private) coaching or group seminars to discuss personal career and organizational situations. The choice of which avenue is taken (individual or group) is made on an integrated group basis.

**EMBA-9906****Special Topics in Business Administration**

3 credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

**EMBA-9907****Special Topics in Business Administration**

3 credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

**EMBA-9908****Special Topics in Business Administration**

3 credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

**EMBA-9909****Special Topics in Business Administration**

3 credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

**MASTER OF ACCOUNTANCY (MACC)****MACC-650****Seminar in Taxation**

3 credits

The course is designed (1) to expand a student's tax research skills, (2) to examine tax compliance and basic planning concepts available to C corporations, S corporations, partnerships, gifts, estates, and trusts, (3) to explore the tax issues involved in the decision to select a particular form of business organization, (4) to provide an introduction to fundamental concepts of interstate, international, and New Jersey taxation, and (5) to expose the student to a variety of common tax returns, applicable to the above topics. Prerequisite: completion of ACC-410 Fundamentals of Federal Taxation.

**MACC-652****Analysis of Accounting Data**

3 credits

Employs appropriate information technology and analytical techniques to pursue data collection and analysis needs commonly faced by accounting professionals. Uses cases and projects to pursue such areas of decision concern as financial statement analysis, the evaluation of audit risk and selected additional topics. MACC-654 should be taken before this course. Prerequisite: completion of Preliminary Accounting requirements.

**MACC-654****Issues in Financial Reporting**

3 credits

Examines accounting theories and the development of a conceptual framework for financial reporting. Theoretical and conceptual assessments of current reporting issues pertaining to asset valuation and income measurement are addressed through cases, readings, and projects. Topics to be investigated from term to term vary depending on their importance and timeliness to the profes-

sion. This course should be taken first or early in the program. Prerequisite: completion of the Preliminary Accounting Requirements.

**MACC-656****International Dimensions of Accounting**

3 credits

This course examines the global applications of accounting principles and practices, including the relationship between international accounting issues and company strategy. Topics include theoretical and societal considerations of international accounting issues, the identification of transnational accounting practices, and attempts at harmonization. Prerequisite: completion of the Preliminary Accounting Requirements. This course applies to the Global Business concentration.

**MACC-658****Governmental and Not-for-Profit Accounting**

3 credits

This course provides an in-depth study of the concepts, objectives and techniques of the evolving field of accounting for non-profit institutions and organizations. Areas emphasized include municipal and state governmental units, hospitals, colleges and universities and service organizations. Problems, cases and selected readings are employed. Prerequisite: completion of PMBA-8020 or Preliminary Accounting requirements.

**MACC-662****Auditing Practice and Problems**

3 credits

Uses cases to examine current auditing issues, including professional ethics, internal control, materiality and risk assessment. Students will complete a simulated audit from start to finish, including audit planning, audit fieldwork and preparation of an audit opinion. Prerequisite: ACC-400 Principles of Auditing.

**MACC-663****Fraud and Forensic Accounting**

3 credits

A course designed to provide a background in all areas of forensic accounting including: fraudulent financial reporting and the detection of fraud, money laundering and transnational flows, courtroom procedures and litigation support, as well as cybercrime. A wide variety of teaching tools are employed including extensive use of the professional literature, case analysis, videos, role playing and text materials. Prerequisite: completion of the Preliminary Accounting Requirements.

This course is required for the Forensic Accounting and Fraud & Forensic Accounting concentrations.

### **MACC-664 Issues in Managerial Accounting**

3 credits

Examines current management accounting practices with an emphasis on world class developments and strategic implications to the firm. Integrates current management accounting literature with considerations of planning, control, decision-making and information needs of the firm. Prerequisite: completion of ACC-302 Cost Management or PMBA-8220 Strategic Accounting for Managers. This course applies to the Corporate Accounting for Managers concentration.

### **MACC-665 Fraud Detection and Deterrence**

3 credits

This course explores contemporary forensic accounting topics pertaining to fraud examination, detection and deterrence. Topics include audit responsibility and reporting, professional judgment, quality control and developing effective policies in preventing and detecting economic crimes. Students will apply relevant fraud examination techniques to a variety of settings. Prerequisite: MACC-663 and completion of the Preliminary Accounting Requirements. This course is required for the Forensic Accounting and Fraud & Forensic Accounting concentrations.

### **MACC-667 Business Valuations: Fundamentals, Techniques and Theory**

3 credits

A course in the fundamentals of business valuations including basic, intermediate, and some advanced concepts and methodologies required by accounting and finance professionals in valuing a closely held (privately-owned) business where there is no market price. Prerequisite: completion of PMBA-8240 or the Preliminary Accounting Requirements. This course applies to the Corporate Accounting for Managers, Forensic Accounting and Fraud & Forensic Accounting concentrations.

### **MACC-670 Accounting Internship**

3 credits

This course provides on-site experiential learning through supervised employment with a participating company. Students will be reviewed periodically by senior staff. Academic assignments, including a formal re-

port, will be developed in conjunction with a faculty member. Permission of the instructor is required.

### **MACC-690 Special Topics**

3 credits

The study of a timely topic that represents a dimension of business administration or accounting that not covered in a regular course. Such a topic may be offered by the Accounting Department. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

## **MASTER OF BUSINESS (ADMINISTRATION (PMBA))**

### **PMBA-8000 Executive Communications**

1.5 credits

This course will provide students with knowledge, skills, and techniques to further develop their presentation skills. This course, which is taught in a workshop style, challenges the students to improve their formal presentation skills, increase the impact of their presentations, and strengthen their confidence. Students will be introduced to different media tools that will support them in advancing their speaking and presentation skills.

### **PMBA-8010 Information Technology**

1.5 credits

Computing proficiency requires understanding implications of advanced information technologies and the ability to successfully apply these technologies in an increasingly global society. This course will enable students to effectively use specific information systems tools (spreadsheet and database management) to begin to design applications for effective decision making.

### **PMBA-8020 Fundamentals of Accounting**

3 credits

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

### **PMBA-8030 Economic Analysis**

3 credits

An intensive exposition of the essentials of price theory and income and employment theory. For students with less than a year of introductory economics at the undergraduate level.

### **PMBA-8040 Basic Financial Principles**

1.5 credits

The central unifying theme of this course is valuation. Valuation is the basis for decisions in all major areas of finance. This course begins with a discussion of basic concepts including time value of money and its application for valuation of stocks and bonds and analysis of risk and return. Further application of valuation for capital investment projects made by a firm is explored by introducing the techniques of capital budgeting.

### **PMBA-8050 Introduction to Calculus**

1.5 credits

This course has been designed to prepare students for courses in the MBA program in which calculus is used. Topics include limits, derivatives, functions of two or more independent variables and maxima and minima in one and two independent variable(s).

### **PMBA-8051 Fundamentals of Statistical Analysis**

3 credits

Covers basic statistical techniques useful in business decision making. Includes descriptive statistics, event probability, random variables, sampling distributions, regression analysis and topics in statistical inference. Prerequisite: MSD-105 (or equivalent).

### **PMBA-8052 Models and Methods of Operations Management**

1.5 credits

This course provides students with some of the most frequently used quantitative tools necessary in analyzing and resolving issues and problems in PMBA-8250 Operations and Supply Chain Management. These tools may also be used in other PMBA courses such as Managerial Economics. Prerequisite: PMBA-8051.

### **PMBA-8060 Basic Marketing Principles**

1.5 credits

The purpose of this course is to provide students with an operational understanding of basic marketing principles and concepts. This

will be done through interactive exercises and discussions based both on primary source and textbook readings as well as discussions and critical examinations of current marketing practices in companies and industries of interest to the students. Topics covered include environmental analysis, target marketing, product and service strategy, integrated marketing communications, channels of distribution, pricing practices, and the interface between marketing and corporate strategic planning.

### **PMBA-8070 Management Theory and Application**

**1.5 credits**

A foundation course that provides an introduction to the theory and practice of management. The management functions of planning, organizing, leading, and controlling provide an organizing framework for examining current management challenges (e.g. globalization, ethics, diversity, and multidimensional organizational structures).

### **PMBA-8200 Managerial Decision Making**

**3 credits**

In this course, students will improve their managerial and analytical thinking skills through a range of approaches and techniques. Students will learn to analyze business problems within the context of managerial decision making. The course is designed as a series of seminars and will be organized in three areas, each with its complementary learning goals: Business Intelligence, Enterprise Analysis, and Executive and Managerial Decision Making. Prerequisites: Completion of MBA pre-program courses.

### **PMBA-8210 Information Technology Management**

**3 credits**

This course introduces the theory and practice of Information and Communication technologies deployment in organizations. This includes planning, analysis, design, and implementation of computer-based management information systems (MIS). The course emphasizes an understanding of emergent cutting-edge technological phenomena and the effect of information systems on the practice of management. Prerequisites: Completion of PMBA-8010.

### **PMBA-8220 Strategic Accounting for Managers**

**3 credits**

This course emphasizes the issues encountered by managers regarding performance measurement, incentives, ethics and strategic management accounting tools. Students will learn to recognize ethical issues and apply a code of conduct to those issues, understand the criteria for recognizing revenue, analyze cash flows for investment decisions, compute measures of returns on investments, and understand the uses of a Balance Scorecard in performance evaluation. This course will also cover transfer pricing issues and methods in domestic and international settings, the application of differential analysis to a variety of short-run decisions, and the application of traditional costing methods, activity-based costing, activity-based management, and target costing to products and services. Preparation of a master budget and its role in planning, control, and decision making is also discussed. Prerequisites: Completion of MBA pre-program courses. This course is not open to MAcc students.

### **PMBA-8230 Managerial Economics**

**3 credits**

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

### **PMBA-8240 Applied Corporate Finance**

**3 credits**

This course is designed to further develop the students' skills through practical application of concepts and tools taught in prior finance courses. Students will learn by solving real-world case studies and learning to communicate clearly their decisions to both sophisticated and lay audiences. The primary method of instruction is the preparation, presentation, and discussion of finance cases. Each case study session will be preceded by lectures and discussion of the main theoretical concepts. The case studies considered will cover a wide range of corporate financial problems including value creation, capital budgeting, capital structure, cost of capital, and mergers and acquisitions. Throughout the course, attention will be given to the international dimensions of the issues and problems pre-

sented and discussed. Prerequisites: Completion of PMBA-8040 and PMBA 8220. This course applies to the Corporate Accounting for Managers concentration (MAcc only).

### **PMBA-8250 Operations and Supply Chain Management**

**3 credits**

This course provides MBA students with the current knowledge and practice of operations and global supply chain management. Supply chain management has become one of the most important and talked about topics in business in recent years. Many companies have realized that they can reduce their costs, increase profits, and increase customer satisfaction by improving their supply chain practices. It is also evident that most supply chains extend beyond the borders on the U.S., and consequently, have global components and challenges. This course is designed to prepare students to meet operations and supply chain related challenges in their careers. Prerequisites: Completion of MBA pre-program courses.

### **PMBA-8260 Marketing Analysis and Decision Making**

**3 credits**

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

### **PMBA-8270 Advanced Organizational Behavior**

**3 credits**

A study of key individual, group, and organizational processes. At the individual level, the focus is on different personalities, job attitudes, and work motivation. The implication of individual factors is then considered in a team context focusing on the processes of communication, influence, conflict, and leadership. Finally, we examine the impact of organizational culture and change on workplace behavior. In order to integrate the

individual, group, and organizational levels of study, the course emphasizes a team-based approach to learning. Prerequisite: Completion of MBA pre-program courses.

### **PMBA-8290 Legal and Ethical Aspects of Management**

**3 credits**

The purpose of this course is to prepare students to meet the legal, ethical, and regulatory challenges and opportunities they will encounter as they conduct business as managers and entrepreneurs. To excel, managers and entrepreneurs must recognize that the law is important to firm success and that they must always consider the legal ramifications of their business decisions. Students will learn how to identify legal and ethical issues before they become legal problems and how to communicate and work collaboratively with legal counsel. The course begins with an overview of business ethics and social responsibility and goes on to cover the U.S. court system and the laws of contracts, torts, and intellectual property. The course covers corporate governance issues including the fiduciary duties of officers, directors, and controlling shareholders, public and private offerings of securities, and securities fraud. Environmental regulation, product quality, legal aspects of the employment relationship (as they relate to the liability of the corporation and managers for the acts of their employees), wrongful termination, discrimination, and sexual harassment will also be covered. Prerequisite: Completion of MBA pre-program courses.

### **PMBA-8303 International Business Study Tour**

**3 credits**

This course provides a cross-cultural perspective for conducting business outside of the United States. Students will gain a better appreciation of how culture, history, and politics influence organizational dynamics, transactions and business customs. Prerequisite: Completion of MBA pre-program courses. This course applies to the Global Business concentration. This course will satisfy the International elective requirement.

### **PMBA-8312 Data Mining**

**3 credits**

In this course, students will learn to solve problems/exploit opportunities by processing datasets, interpreting results, and deploying solutions. This course provides hands-on experience with these tasks. Upon this base of experience, students will build a robust data

mining methodology that can be applied to real-world investigations. The course of study will include Online Analytical Processing (OLAP), statistical and machine learning techniques, and unstructured text analysis. Students will learn to apply these techniques through the study of payroll, procurement, and expense report fraud. Cell phone and credit card fraud, credit and bankruptcy analysis, and customer relationship management will also be covered. Prerequisites: Completion of PMBA-8010. This course applies to the Information Systems, Forensic Accounting, and Fraud & Forensic Accounting concentrations.

### **PMBA-8313 Electronic Commerce**

**3 credits**

Electronic commerce involves the use of information technology to improve, enhance, simplify or enable business transactions. This course examines such business, social, and technical issues of electronic commerce as the technology of the Internet, effective system strategies to attract and maintain customers, security, and electronic payment systems. Prerequisite: Completion of MBA pre-program courses. This course applies to the Information Systems and Entrepreneurship concentrations.

### **PMBA-8314 Project Management**

**3 credits**

In our complex world of global economies and pervasive technology, change is constant. It is a persistent challenge to manage this change. It is the body of knowledge that is project management that helps managers address this change. This course will introduce students to project management for a variety of disciplines. The methods and techniques taught will be applicable not only to software development, but to any series of tasks that could constitute a project. The course content will cover the identification, approval, and management of complex projects. Various project management tools, techniques, and approaches will be covered. This course applies to the Information Systems and Entrepreneurship concentrations.

### **PMBA-8315 Globalization and Technology**

**3 credits**

The emergence and growth of the global economy constitutes an epochal shift in the organization of the world. Technology has been a key component in the production and acceleration of these phenomena. This course introduces students to the latest theoretical

and empirical literature on globalization as shaped by technology. Prerequisite: Completion of MBA pre-program courses. This course applies to the Information Systems and Global Business concentrations. This course will satisfy the International elective requirement.

### **PMBA-8319 Selected Topics in CIS**

**3 credits**

The study of a topic (or combination of topics) that represents some dimensions of computer information systems or has important and direct implications for CIS management. Topics recently covered include project management, data mining and data privacy. Theoretical foundations as well as applications may be explored. Readings, research, lectures, projects, discussions or other appropriate methods are employed to stimulate student learning. Prerequisite: Completion of MBA pre-program courses. This course applies to the Information Systems concentration.

### **PMBA-8321 Managerial Taxation and Strategy**

**3 credits**

This course is designed for students who are embarking on (or already in) careers in investment banking, corporate finance, strategy consulting, money management, or venture capital. The focus of the course comes from integrating the tax law with the fundamentals of corporate finance and microeconomics. Prerequisite: PMBA 8020. This course applies to the Corporate Accounting for Managers concentration.

### **PMBA-8324 Financial Reporting**

**3 credits**

Focus is on analysis and evaluation of alternative accounting methods and the relationship to company policy. Insight is gained through the reading of articles in leading accounting and financial periodicals and Internet research. Cases demonstrating financial reporting methods are assigned and discussed in class. Term project required. Topics include financial instruments, earnings per share, deferred taxes, post-retirement benefits and the accounting rule-making process. Prerequisite: PMBA 8020 and PMBA 8040. This course applies to the Corporate Accounting for Managers concentration.

**PMBA-8335****International Trade and Investment**

3 credits

A study of the international economy in which business firms operate, and public policies that influence their activities. Includes international trade theory, balance of payments analysis, the international monetary system, barriers to trade, and the role of multinational corporations. Prerequisite: Completion of MBA pre-program courses. This course applies to the Global Business concentration. This course will satisfy the International elective requirement.

**PMBA-8341****Corporate Treasury Management**

3 credits

This course is designed to provide an understanding of modern principles and techniques for corporate treasury management. The course materials are useful for finance, banking, accounting and information system professionals or small business owners. Topics include analysis of liquidity and solvency, credit and accounts receivable management, cash collection and disbursement systems, short-term investment and borrowing, management of treasury information and technology, multinational cash management, and other related topics. Success in this course will help students preparing for the Certified Cash Manager (CCM) exam. Prerequisite: Completion of PMBA-8040. This course applies to the Finance concentration.

**PMBA-8343****Investment Instruments and Strategies**

3 credits

Principles of investment analysis and portfolio management. Includes analysis of stocks and fixed income securities, mutual funds, international investing, margin trading and short sales, convertibles, stock options and financial futures. Hedging strategies, market forecasting and tax advantaged investments are also discussed. Makes considerable use of problems to illustrate concepts. Prerequisite: Completion of PMBA-8040. This course applies to the Finance concentration.

**PMBA-8344****Financial Market Operations**

3 credits

Flow of funds analysis is used to study financial intermediation and interest rate determination in money and capital markets. Includes the flow of funds accounts, funds flow through financial institutions, the demands for and supply of credit by economic sectors, and the impact of public policies on financial

market behavior. Prerequisite: Completion of PMBA-8040. This course applies to the Finance and Global Business concentrations.

**PMBA-8345****International Financial Management**

3 credits

The techniques of multinational financial management are developed for enterprises that do business in more than one country and/or have assets and liabilities denominated in more than one currency. The management of foreign exchange and country risks is applied to working capital, capital budgeting, and capital structure decisions. Prerequisite: Completion of PMBA-8040. This course applies to the Finance and Global Business concentrations. This course will satisfy the International elective requirement.

**PMBA-8346****Financial Modeling**

3 credits

Spreadsheets are utilized to analyze problems and cases. Students receive instruction in computer use beyond that available in other finance courses. Spreadsheet applications include valuation models, cost of capital, capital budgeting, risk and return, portfolio analysis, stock market analysis, and options and futures. Prerequisite: Completion of PMBA-8040. This course applies to the Corporate Accounting for Managers, Finance and Entrepreneurship concentrations.

**PMBA-8347****Portfolio Management**

3 credits

Real-world application of the concepts and techniques of investment analysis and portfolio theory. Students interact with and make recommendations to professional portfolio managers. Topics include stock valuation methods, major forces driving movements in current equity markets, international investment opportunities, industry analysis, technical analysis and investment timing, evaluation of portfolio performance, analysis of business conditions and interest rates, and hedging portfolio risk with stock index options and financial futures. Prerequisite: Completion of PMBA-8040. This course applies to the Finance concentration.

**PMBA-8348****Fixed Income Securities and Alternative Investments**

3 credits

This is an introductory course in fixed income securities and alternative investments. The first part of the course covers the markets for fixed income securities and their derivatives.

Valuation of these securities and determination of the risk inherent in these securities are discussed. Methods for managing that risk, such as hedging and credit derivatives, are also discussed. The second part of the course covers a variety of alternative investments, including real estate funds, venture capital, hedge funds, and commodities. Valuation of these investments and determination of their risk are discussed. Prerequisite: Completion of PMBA 8040 or any MAcc student with PMBA 8020 completed.

**PMBA-8349****Personal Financial Planning**

3 credits

This course provides a background and an appreciation of the fundamental concepts and processes associated with Personal Financial Management. Various technical elements that are part of the study for a Certified Financial Planner certification will be covered including risk management, investments, tax planning, retirement planning, employee benefits, and estate planning. Prerequisite: Completion of PMBA 8040 or any MAcc student with PMBA 8020 completed.

**PMBA-8354****Quality Assurance and Total Quality Management**

3 credits

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

**PMBA-8361****Business to Business Marketing**

3 credits

The practices and policies used in the marketing of goods and services to business and industrial buyers are analyzed, focusing on the market and demand for products, marketing research, product planning, channels of distribution, pricing policies and practices

and the development of sales program and service policies. Prerequisite: Completion of PMBA-8060.

### **PMBA-8362 Marketing Communications**

3 credits

This course dynamically blends the concepts and issues of integrated marketing communications with real world experiences. It is highly interactive, with students spending time in teams creating solutions, presenting, and feeling the experience of being in real life marketing communications situations. Students also will be exposed to current and classic literature pertaining to the course content. Prerequisite: Completion of PMBA-8060.

### **PMBA-8363 Consumer Behavior**

3 credits

The purpose of this course is to provide the analytical skills required to understand the nature of consumer decision making and internal and external factors that influence buying decisions in order to develop and implement appropriate marketing strategies. A case study approach is utilized in this course. This will be done through the analysis of actual marketing problems faced by a variety of organizations. The readings and class discussions will also include internal and external influences on consumer behavior, marketing research tools, marketing strategies to reach consumers and shape consumers' opinions, the role of marketing communications and marketing mix elements in creating a unique value proposition, and managing consumer relationships. Prerequisite: Completion of PMBA-8060.

### **PMBA-8364 Marketing Research**

3 credits

An overview of the subject matter which will assist students in developing an appreciation for the use by marketing management of marketing research and marketing information systems in making marketing decisions. Topics include specific research procedures for gathering, processing, analyzing and presenting information relevant to marketing problems in such areas as: advertising effectiveness, product development, distribution channels, sales techniques, consumer behavior, and forecasting study of research planning, implementation, and interpretation of findings is facilitated by the use of cases or projects. Prerequisite: Completion of PMBA-8060.

### **PMBA-8365 International Marketing Management**

3 credits

Examination of the nature and scope of global marketing activities, including the theoretical framework of international marketing, foreign marketing environments, multinational markets, MNC information systems, strategic marketing decisions, and organization for transnational marketing. Prerequisite: Completion of PMBA-8060. This course applies to the Global Business concentration. This course will satisfy the International elective requirement.

### **PMBA-8369 Selected Topics in Marketing**

3 credits

The study of a topic (or combination of topics) that represents some dimension of marketing or has important and direct implications for marketing management. Theoretical foundations as well as special applications of marketing decision-making may be explored. Readings, research, lectures, discussions or other appropriate methods are employed to stimulate student learning. Prerequisite: Completion of PMBA-8060.

### **PMBA-8371 Human Resource Management**

3 credits

This course is an introduction to the field of human resource management (HRM). The goal is to provide students with an understanding of current corporate HR practices. Common HR problems and the tools and procedures for dealing with them will be discussed. Contemporary topics such as strategic HR planning, international staffing, career planning, workforce diversity, work/family balance, and work motivation will be examined. EEO guidelines and their implications for human resource functions will be discussed as well. A combination of conceptual and experiential approaches include discussions, case studies, exercises, small group activities, and lectures. Prerequisite: Completion of MBA pre-program courses. This course applies to the Management concentration.

### **PMBA-8372 Management Skills**

3 credits

This is a practicum in interpersonal skills that are useful for practicing managers. Topics include motivating oneself and others, persuasive communication, creative problem-solving, managing conflict, using power constructively, managing change, and team

management. Students are given opportunities to practice these skills in class and are asked to apply them to their current lives and report on the results of their applications. The course will provide students with a better understanding of the art of managing and of themselves as current or future managers. Prerequisite: Completion of MBA pre-program courses. This course applies to the Management concentration.

### **PMBA-8375 International Management**

3 credits

This course focuses on the complexities of working and managing in a global business environment. Emphasis is placed on cross-cultural awareness, international communication, and negotiations. Students will explore the effect of culture on organizational behavior, managerial decision making, and global leadership. Prerequisite: Completion of MBA pre-program courses. This course applies to the Management and Global Business concentrations. This course will satisfy the International elective requirement.

### **PMBA-8376 Organizational Development and Effectiveness**

3 credits

This course focuses on Organization Development (OD), a discipline concerned with improving organizational effectiveness by means of planned, systematic interventions. The course will acquaint students with OD concepts, techniques, and skills. The course provides opportunities for students to explore and enhance their personal skills as change agents and consultants. The teaching/learning process emphasizes experiential activities and case analysis. Prerequisite: Completion of MBA pre-program courses. This course applies to the Management concentration.

### **PMBA-8377 Managing Workforce Diversity**

3 credits

This course explores the opportunities and challenges of the increasingly diverse workforce emerging in the U.S. today. It will address the knowledge and skills managers must develop in working with others who are different from themselves. Some of these differences are obvious - gender, race, age, and physical characteristics. Other differences are not as easily observed such as family structure, educational level, social class, and sexual orientation. Understanding and valuing diversity requires attitudinal self-assessment and change. Values, stereotypes, and prejudices will be explored through readings,

reflective writing, and active involvement in discussions, projects, and activities. Prerequisite: Completion of MBA pre-program courses. This course applies to the Management concentration.

### **PMBA-8383 Entrepreneurship**

**3 credits**

The course deals with new business venture start-up. Topics include entrepreneurship concepts and characteristics, new venture types and pros/cons, choice of products/services, market study, marketing planning, financing, and business plan preparation. Practical exercises in developing business plans for new business ventures are part of the course. Prerequisite: Completion of MBA pre-program courses. This course is required for the Entrepreneurship concentration. This course applies to the Management concentration.

### **PMBA-8384 Consulting for New/Small Ventures**

**3 credits**

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

### **PMBA-8385 New Venture Launch**

**3 credits**

Students will start and run a new venture while under the supervision and guidance of faculty. Students will take a business plan they have developed and execute it. This is an opportunity to experience the launch process and learn hands-on how to adapt to the marketplace. Some businesses started in this class may also be eligible to receive venture funding from Rider. This course applies to the Entrepreneurship concentration

### **PMBA-8386 Green Entrepreneurship**

**3 credits**

This course is both a traditionally academic graduate course and a practical, case study based, business development course. Lectures will present the scientific, technical, financial, and business underpinnings required to understand the rationale for and the range of solutions possible that businesses can utilize when initiating or developing sustainable practices or new entrepreneurs can consider as they develop new businesses. Students will be learning about real business examples and discussing how the technical aspects of sustainability interact with the more practical and immediate demands of running a business – making a profit and maintaining positive cash flow while acting ethically. Prerequisite: Completion of MBA pre-program courses.

### **PMBA-8389 Tax Planning for Entrepreneurs**

**3 credits**

The business and personal finances of an entrepreneur are integrally related. Often personal resources fund business operations and business resources fund individual necessities and obligations. This course is designed to familiarize the entrepreneur with wealth maximization and tax minimization strategies for business and personal activities. This course covers basic tax compliance concepts and includes personal financial planning and estate planning issues. Restricted to MBA students only. Prerequisite: Completion of MBA pre-program courses. This course applies to the Entrepreneurship concentration.

### **PMBA-8397 Evidence Management and Presentation**

**3 credits**

This course addresses legal issues and practical considerations involved in the collection, acquisition, analysis and storage of digital evidence and presentation of digital and technical evidence to judges, juries and other decision makers. The law of evidence and its implications for the manner and method technical evidence is acquired and presented for consideration in court or in other proceedings (i.e. criminal, civil, or administrative). Requirements and preparation for the presentation of technical evidence as an expert or fact witness. Prerequisite: Completion of MBA pre-program courses.

3 Credits

### **PMBA-8402 The Business of Sports**

**3 credits**

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

### **PMBA-8491 Business Law**

**3 credits**

Considers in depth the law relating to the sale of goods, commercial paper, and secured transactions as promulgated by the Uniform Commercial Code. Explores warranties, guarantees, remedies, and product liability. Also considers the law of agency, partnerships and corporations. International dimensions of sales law and related topics are addressed. Prerequisite: BUS-210 Introduction to Law: Contracts or its equivalent at another college or university. Students who have taken BUS-211 Commercial Law or BUS-214 Advanced Business Law cannot take this course.

Note: This elective is particularly appropriate for students in the MAcc program and in anticipation of CPA law requirement. Prerequisite: Completion of MBA pre-program courses. This course applies to the Entrepreneurship concentration.

### **PMBA-8492 Ethical Issues in Business**

**3 credits**

An introduction to identifying, analyzing and resolving ethical dilemmas in business. The course begins with a general introduction to ethics, considers ethical issues connected with the economic systems within which modern business takes place and heavily emphasizes contemporary cases that illustrate a wide range of ethical issues. Prerequisite: Completion of MBA pre-program courses.

### **PMBA-8880 Strategic Management**

**3 credits**

This course provides an understanding of the strategic management process. Students will analyze and discuss concepts and cases relat-

ing to strategic management, make strategic decisions for a hypothetical company in the online computer simulation project, and develop a detailed action plan to resolve a hypothetical business situation(PMBA 8880L). This course will cover the analysis of the strategic process of studying and forecasting the external environment of the firm, assessing the present and future enterprise strengths and weaknesses, setting enterprise goals with recognition of personal and societal goals, and evaluating performance and progress toward those goals. Provides the student with an integrated view of the functional decisions and corporate strategy. Prerequisite: All other MBA breadth courses.

### **PMBA-8880L Strategic Management Simulation**

**1.5 credits**

Students will analyze and discuss concepts and cases relating to strategic management, make strategic decisions for a hypothetical company in the online computer simulation project, and develop a detailed action plan to resolve a hypothetical business situation.

### **PMBA-8902 Independent Studies in Business Administration**

**3 credits**

Involves a program determined by the individual faculty member and approved by the program director. Written assignments are required as part of this rigorous academic experience. Students are eligible for a maximum of one independent elective and should have completed at least three breadth courses prior to the start of the independent study. Prerequisite: Completion of MBA pre-program courses and permission of the Assistant Dean of Graduate Programs.

### **PMBA-8905 Internship**

**3 credits**

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

faculty member. Prerequisite: Completion of MBA pre-program courses and permission of the Assistant Dean of Graduate Programs.

### **PMBA-8906, 8907, 8908, 8909**

#### **Selected Topics in Business Administration**

**3 credits**

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

# Notes

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## Education, Leadership, and Counseling

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[www.rider.edu/education](http://www.rider.edu/education)

## Guide to Programs

If you are interested in	See section on
<ul style="list-style-type: none"> <li>• Counseling</li> </ul>	Educational Specialist in Counseling
<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Clinical Mental Health Counseling</li> <li>• School Counseling (Elem./Sec.)</li> <li>• Licensed Professional Counselor</li> <li>• Director of Counseling Services</li> </ul>	Counseling Services
<ul style="list-style-type: none"> <li>• School Psychologist</li> </ul>	Educational Specialist in School Psychology
<ul style="list-style-type: none"> <li>• Curriculum Specialist</li> <li>• Supervisor of Instruction (K-12 including business education and subject specialties)</li> </ul>	Teacher Leadership
<ul style="list-style-type: none"> <li>• Athletic Director</li> <li>• School Administrator</li> <li>• Principal</li> <li>• School Business Administrator</li> </ul>	Educational Administration
<ul style="list-style-type: none"> <li>• Reading Specialist</li> </ul>	Reading/Literacy Education
<ul style="list-style-type: none"> <li>• Special Education Teacher of Students with Disabilities</li> </ul>	Special Education
<ul style="list-style-type: none"> <li>• Bilingual Education Teacher</li> <li>• Business Teacher</li> <li>• Elementary Teacher</li> <li>• English Teacher</li> <li>• English as a Second Language Teacher</li> <li>• Mathematics Teacher</li> <li>• Music Teacher</li> <li>• Preschool-Grade 3 Teacher</li> <li>• Reading Teacher</li> <li>• Science Teacher</li> <li>• Social Studies Teacher</li> </ul>	Graduate Level Teacher Certification
<ul style="list-style-type: none"> <li>• Teacher-Coordinator of Cooperative Vocational-Technical Education</li> </ul>	Teacher-Coordinator of Cooperative Vocational-Technical Education
<ul style="list-style-type: none"> <li>• Developing People and Organizations</li> <li>• Leadership in Higher Education</li> <li>• Leadership in Counseling-Related Services</li> <li>• Leadership in Information Technology</li> </ul>	Organizational Leadership
<ul style="list-style-type: none"> <li>• Teacher Development and Professional Advancement</li> </ul>	Master of Arts in Teaching

# Education, Leadership, and Counseling

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

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

The Department offers educational specialist degrees, master's degrees, and certifications and endorsements in a variety of areas. These degree programs of study, their descriptions, and the certifications associated with them appear first and the remaining certification and endorsement programs follow. Within each category, they are in alphabetical order. Course descriptions for each program can be found on the Registrar's Office website. 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 in some programs. Students enrolled in graduate programs elsewhere or students seeking course work for professional development not leading to a degree, certification or endorsement from Rider University may take courses as a special student. Apply to the Graduate Admission Office. You must have a bachelor's degree and two letters of recommendation.

## MISSION STATEMENT

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

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

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

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

## SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

### Knowledgeable

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

### Professional

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

### Reflective

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

### Committed

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

## ADMISSION STATUS

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

### Graduate Standing

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

### Conditional Standing

Students who do not satisfy all of the admission requirements or have not completed all of the undergraduate preparatory requirements or both may be permitted to enroll in studies during a probationary period not exceeding twelve (12) graduate credits with a minimum grade

point average of 3.0. Students who fail to attain a 3.0 grade point average upon completion of up to twelve (12) graduate credits will be subject to dismissal.

### **Special Standing**

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

### **TRANSFER OF CREDIT**

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

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

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

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

#### **Guidelines for Transfer of Credits for Ed.S. Students**

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

5. Credits approved for transfer will be added to the student's transcript at the time of admission to the program.

6. Course descriptions and/or syllabi of the courses being requested for transfer may be required.

### **Guidelines for Transfer of Credits for MA in Organizational Leadership Students**

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

### **COURSE REPEAT POLICY**

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

### **COMPREHENSIVE EXAMINATION**

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

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

1. A cumulative average of 3.0 or better by the time of application for the comprehensive exam.

2. In the last semester of the program; or, may take the examination in the spring if only one course remains and will be taken in the summer. Permission of program director/designee is required.

### **Application for Comprehensive Examination and Graduation**

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

### **DISMISSAL**

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

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

### **HONORS GRADUATES**

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

### **PROGRAMS OF STUDY**

#### **Degrees and Certifications Offered**

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

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

*The MA degree is offered in the following areas:*

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

#### **Educational Certificates**

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

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

- Teacher Leadership
- World Languages Teacher—French, German, Spanish (K–12)

#### **Endorsement to Existing Teaching Certificates:**

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

### **EDUCATIONAL SPECIALIST DEGREES**

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

#### **General Application Requirements**

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

The following are due by the application due date:

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

#### **General Educational Specialist Degree Requirements**

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

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

### **Educational Specialist in Counseling Services**

(66 credits)

#### **Program Description**

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

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

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

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

#### **Admission Requirements**

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

1. A master's degree in counseling or in counseling-related discipline.
2. A minimum of 3.25 GPA (on a 4.0 scale) in all previous graduate courses.
3. Two current professional references.
4. A written statement of the applicant's professional goals.

5. One year (or its equivalent) of counseling experience.
  6. A group or individual interview.
- Degree Requirements**
1. A minimum of 66 graduate semester hours including appropriate master's level work.
  2. Eighteen (18) credits must be completed after admission to the Ed.S. for candidates from CACREP approved master's programs.
  3. Thirty (30) credits must be completed after admission to the Ed.S. for all non-CACREP approved program graduates.
  4. Degree completion requires a minimum of 3.3 GPA.

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

**Course Requirements for an Ed.S. in Counseling Services**  
**Group I—Professional and Psychological Foundations**

(36 credits)

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

**Group II—Field Experience**

(15 credits)

<b>Course No.</b>	<b>Course Title</b>
COUN-550	Counseling Techniques Laboratory
COUN-580	Elementary School Counseling Practicum or
COUN-581	Secondary School Counseling Practicum or
COUN-585	Clinical Mental Health Counseling Practicum or
COUN-586	Group Counseling Practicum
COUN-590	Internship in Counseling I
COUN-591	Internship in Counseling II

COUN-690 Internship in Counseling Specialty I

**Group III—Special and Related Areas**

(15 credits)

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

**Educational Specialist Degree in School Psychology**

(67 credits)

**Program Description**

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

prevention, counseling, and program planning/evaluation. Students also receive training in sensitively working with clients from diverse cultural and individual backgrounds.

Complementing the program's philosophy, the fundamental goals of the program (noted below) are to provide each graduate with the required skills, professionalism, and knowledge base to become a productive member of the school psychology community:

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

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

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

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

## **Admission Requirements**

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

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

## **Degree Requirements**

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

## **Course Requirements for an Ed.S. in School Psychology**

### **Foundations of Education and Human Behavior**

(21 credits)

### **Educational Foundations**

(9 credits)

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

**Human Behavior and Development**

(12 credits)

**Course No.**    **Course Title**

EDPS-503	Human Growth and Development
EDPS-535	Biological Basis of Behavior
EDPS-538	Developmental Child Psychopathology
SPED-514	Positive Behavior Support

**Professional Core: School Psychology Practice**

(37 credits)

**Assessment and Intervention**

(18 credits)

**Course No.**    **Course Title**

EDPS-514	Assessment and Intervention I: Standardized Measures of Academics and Behavior
EDPS-515	Assessment and Intervention II: Curriculum-Based Measures
EDPS-509	Assessment and Intervention III: Psychological Assessment & Report Writing
EDPS-510	Assessment and Intervention IV: Behavioral and Social-Emotional Needs
EDPS-570	Advanced Interventions for Children, Adolescents and Families
EDPS-581	Practicum in Psychology: Assessment and Report Writing (100 hours)
EDPS-582	Practicum in the Assessment of Behavior and Social-Emotional Needs (100 hours)
EDPS-584	Practicum in Curriculum-Based Measures (100 hours)

**Consultation**

(4 credits)

**Course No.**    **Course Title**

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

**Research**

(6 credits)

**Course No.**    **Course Title**

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

**Professional Practice**

(9 credits)

**Course No.**    **Course Title**

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

**Electives**

(9 credits)

**Education and Treatment of Students with Special Needs**

(3 credits)

**Course No.**    **Course Title**

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

**Counseling Psychology**

(6 credits)

**Course No.**    **Course Title**

COUN-550	Counseling Techniques Laboratory
CNPY-518	Counseling Children, Adolescents and Families

**Practicum and Internship**

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

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

**PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

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

**MASTER'S DEGREES**

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

**General Master's Degree Application Requirements**

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

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

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

### **General Master's Degree Requirements**

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

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

### **COUNSELING SERVICES MASTER OF ARTS PROGRAMS**

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

### **Master of Arts in Clinical Mental Health Counseling**

(60 credits)

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

### **Program Description**

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

### **Master of Arts in Counseling Services (School Counseling Concentration)**

(48 credits)

### **Program Description**

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

### **Admission Requirements**

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

The following criteria must be met:

1. Complete the general master’s degree application requirements;
2. An undergraduate degree with a minimum GPA of 2.75. Applicants who have completed graduate level courses must have a minimum GPA of 3.0 in their graduate courses;

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

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

### Degree Requirements

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

### Course Requirements for Counseling Services School Counseling Concentration

(48 credits)

Refer to Counseling Services Handbook for course sequence and prerequisites.

#### School Counseling - Group I

(36 credits)

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

CNSC-581	Secondary School Counseling Practicum and Substance Awareness Director Practicum
COUN-590	Internship in Counseling I
COUN-591	Internship in Counseling II

#### Group II

(6 semester hours)

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

#### Group III

(6 credits)

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

### Core Requirements for Clinical Mental Health Counseling

(60 credits)

Refer to Counseling Services Handbook for course sequence and prerequisites.

#### Group I

(51 credits)

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

#### Group II

(6 credits)

Course No.	Course Title
EDPS-520	Measurements, Tests and Assessments in Counseling/School Psychology

**Group III**

(3 credits)

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

**Professional Counselor Development Opportunities  
(Non-Degree)**

Admission into the non-degree program is limited.

**Professional Counselor Licensure Series**

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

**School Counselor Certificate Program**

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

**Director of Counseling Services**

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

**Substance Awareness Director (SAC) Certificate Program**

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

**Professional Development Opportunities**

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

**PROGRAMS IN EDUCATIONAL LEADERSHIP**

**Master of Arts in Educational Leadership**

(36 credits)

**Program Description**

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

**(Option I Sequence) Principal Leadership Cohort:  
Master of Arts in Educational Leadership**

(36 credits)

Offered by Rider's respected and NCATE-accredited School of Education, the Principal Leadership Cohort focuses on equipping educators with the leadership qualities and skills needed to respond to the challenges — and opportunities — facing schools today. Focusing on transformational leadership and instructional improvement, the program aligns with Interstate School Leaders Licensure Consortium and Educational Leadership Constituent Council (ELCC) standards.

**Preparing Principals for New Emerging Needs**

Rider's Principal Leadership program recognizes that it is principals who are best positioned to lead the effort in their schools to ensure that teaching and learning are as excellent as possible. Principals who have a school-wide focus on better teaching and learning, who know how to create a vision and share authority, and who are prepared to be accountable for achieving the school's educational goals, are vital to ensuring the quality of our children's education. The professionals in our School of Education work with our participants to develop and evaluate curricula, use data to diagnose student needs, coach teachers, plan professional development in their schools, and establish school-wide norms that support high quality teaching and learning.

**A Flexible Executive Format Program**

Leading to an M.A. in Educational Leadership, the Principal Leadership program's cohort-based, executive-style format brings educational peers together to study, network and learn as a unit throughout the program. Participants engage in online classes during the school year, and attend two residencies on Rider's Lawrenceville campus each summer. The program's flexible blended learning format recognizes the demands of the teaching profession while maintaining the rigors of a quality leadership training program. Participants pursue their graduate

studies without interrupting their professional and personal responsibilities. Candidates complete their graduate studies in two years, and are eligible to sit for both the principal and supervisor certificates.

### All-Inclusive Tuition

This executive program's all-inclusive tuition covers the full cost of attendance, as well as books, student fees, and residency expenses (including meals). School districts with multiple participants in the Principal Leadership program may qualify for a group discount rate.

### Principal Leadership Highlights

The 36-semester hour program of study consists of 12 courses that focus on three areas of leadership:

- Personal Leadership
- Instructional Leadership
- School Culture Leadership

An accomplished and distinguished faculty whose members bring deep practical and theoretical knowledge to their disciplines leads the program. There is close integration of coursework and fieldwork, using techniques such as case studies, problem-based learning and journaling to encourage continuous reflection about the connections between theory and practice. The curriculum heavily emphasizes teaching and learning, school redesign and collaborative decision-making. Relevant field-based experiences (Leadership Growth Projects) are also integrated throughout the program of study, beginning with the very first course.

### Planned Internship Experiences

This year-long aspect of the program emphasizes both the management and instructional facets of leadership for increased student performance. Coordinated by the program director at Rider and a school-based mentor, participants develop the skills needed to strategically transform public schools that prepare students for college and career success.

### Qualifications for Admission

In addition to completing Rider University's Application for Graduate Admission, students applying to the MA in Educational Leadership Principal Cohort are required to provide the following:

- Official transcripts from all colleges and universities attended with a minimum of 3.0 cumulative GPA
- Copies of most recent teacher evaluations for last two years
- Three letters of recommendation (one from supervisor, principal, colleague)
- A current professional résumé
- Essay on outlook of school leadership (250–500 words)

### Degree Requirements

1. Meet general master's degree requirements.

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

### Group I—Leadership

(18 credits)

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

### Group II—Supervision

(6 credits)

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

### Group III—Curriculum and Instruction

(9 credits)

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

**Group IV—Foundations**

(3 credits)

**Course No.**      **Course Title**

EDUC-515      Issues in American Schools and Society

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

(21 credits)

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

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

**Required Courses in the Certificate Sequence****Course No.**      **Course Title**

EDAD-501	Educational Leadership and Organizational Theory
EDAD-507	Education and the Law
EDAD-511	Group Process in Supervision for Creative Change and Collaboration in Schools
EDAD-514	School Finance and Fiscal Management
EDAD-521	Using Research Strategies and Analysis of Data to Make Decisions in Schools
EDAD-591	Seminar/Practicum in Educational Leadership (fall)
EDAD-592	Seminar/Practicum in Educational Leadership (spring)

**(Option II Sequence) School Business Administration Master's Degree Program**

(36 credits)

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

Candidates are expected to have completed state required coursework (undergraduate or graduate) in economics and accounting prior to acceptance into the degree program. A "conditional acceptance" into the program can be given, requiring applicants without these two

courses to complete them before beginning matriculation. The complete internship experience begins with and is documented from the first course and concludes with the "capstone" internship experience (EDAD-591-592). The complete internship experience begins and is documented from the first course, and the "capstone" internship experience (EDAD-591-592) concludes the program. Candidates will complete a year-long "Capstone School Improvement/Change Project."

**Group I—Administration**

(18 credits)

**Course No.**      **Course Title**

EDAD-501*	Educational Leadership and Organizational Theory
EDAD-507*	Education and the Law
EDAD-514	School Finance and Fiscal Management
EDAD-521	Using Research Strategies and Analysis of Data to Make Decisions in Schools
EDAD-591	Seminar/Practicum in Educational Leadership (fall)
EDAD-592	Seminar/Practicum in Educational Leadership (spring)

**Group II—Supervision and Curriculum**

(6 credits)

**Course No.**      **Course Title**

CURR-531	Strategies for Curriculum Development, Design, Innovation and Change
or	

EDAD-511	Group Process in Supervision for Creative Change and Collaboration in Schools
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**Group III—School Business Administration**

(9 credits)

**Course No.**      **Course Title**

EDAD-508*	Leadership in School Business Administration
EDAD-509*	School Financial Management and Accounting
EDAD-512*	School Facility Planning and Development

**Group IV—Foundations**

(3 credits)

**Course No.**      **Course Title**

EDUC-515	Issues in American Schools and Society
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\*These courses meet the state approved certification program for School Business Administrator.

**School Business Administrator Certification Program (School Business Administrator Certificate)**

(21 credits)

This program is designed for candidates who aspire to a leadership position as a school business administrator. Candidates for the certification program have completed a master's degree in an area of study other than educational administration. The framework for the program has been established to meet preparatory requirements as established in the

New Jersey Administrative Code (6A:9-12.7), as well as the challenges, responsibilities, and opportunities inherent in educational leadership as a school business administrator.

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

### **Required Courses in the Certificate Sequence**

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

## **TEACHER LEADERSHIP**

### **Multiple Options for Teacher Leadership**

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

#### **Master of Arts in Teacher Leadership**

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

#### **Teacher Leadership Certificate**

The second option is to enroll in the Rider University Teacher Leadership Certificate option. This 21-semester hour option provides mediated field placements, mentored internships, face-to-face and online courses and experiences, and on-the-job training that build necessary skills in teacher leadership. Those teachers who complete the Teach-

er Leadership core, which consists of seven core courses, will receive the Rider University Professional Development Certificate in Teacher Leadership.

#### **Professional Development Certificate in Core Curriculum and Common Core Standards**

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

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

## **THE MASTER OF ARTS DEGREE IN TEACHER LEADERSHIP**

### **(Option III Sequence)**

(36 credits)

#### **Program Description**

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

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

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

### **Teacher Leadership Core Courses**

(21 credits)

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

### **Core Curriculum/Common Core Standards Courses**

(15 credits)

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

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

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

## **Rider University Professional Development Certificate in Teacher Leadership Option**

(21 credits)

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

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

(15 credits)

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

### **Early Childhood Education Concentration**

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

### **English/Language Arts Education Concentration**

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

or

READ-512	Adolescent Literature
READ-600	Independent Study and Research in Reading/Literacy Education

### **ESL (English as a Second Language) Initial Certification**

<b>Course No.</b>	<b>Course Title</b>
GLTP-500	Conceptual Frameworks for Teaching and Learning
READ-518	Social and Cultural Practices and their Effects on Learning in School

or	
CURR-548	Curriculum and Instruction for Diverse Learners
EDUC-520	Introduction to Linguistics and Psycholinguistics
READ-508	Literacy and the Bilingual/Bicultural Child
EDUC-521	Teaching a Second Language
GLTP-570	Seminar and Internship in Teaching
or	
GLTP-571	Supervised Practicum in Teaching
or	
CURR-547	Practicum in Classroom Learning (for those who are teaching but not teaching in ESL)

**English as a Second Language Education Certification**

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

**Bilingual Initial Certification**

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

**Bilingual Certification**

<b>Course No.</b>	<b>Course Title</b>
READ-518	Social and Cultural Practices and their Effects on Learning in School
or	

CURR-548	Curriculum and Instruction for Diverse Learners
EDUC-520	Introduction to Linguistics and Psycholinguistics
EDUC-521	Teaching a Second Language
READ-508	Literacy and the Bilingual/Bicultural Child
EDUC-560	Educating and Evaluating the Bilingual Child
GLTP-570	Seminar and Internship in Teaching
or	
GLTP-571	Supervised Practicum in Teaching
or	
CURR-547	Practicum in Classroom Learning (for those who are teaching, but not teaching in ESL)

**Inclusive Practices in Education Concentration**

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

**Mathematics Education Concentration**

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

**Science Education Concentration**

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

## **Supervisor Certification Program for New Jersey**

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

### **Admission to the Program**

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

### **Course Requirements for New Jersey**

#### **Supervisor Certification**

##### **Curriculum Development Requirements**

(6 credits)

##### **Course No. Course Title**

CURR-531	Strategies for Curriculum Development, Design, Innovation and Change
CURR-538	Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners

##### **Staff Supervision Course Requirement**

(3 credits)

##### **Course No. Course Title**

EDAD-505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning
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##### **Supervision Practicum Requirement**

(3 credits)

##### **Course No. Course Title**

EDAD-510	Seminar/Practicum in Supervision and Teacher Leadership
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## **MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP**

(36-39 credits)

### **Program Description**

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

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

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

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

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

- Developing People and Organizations;
- Leadership in Higher Education;
- Leadership in Counseling-Related Services;
- Leadership in Information Technology

### **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.
6. For MA Organizational Leadership international applicants, a minimum total score of 80, with a minimum score of 18 for each section on the Test of English as a Foreign Language (TOEFL), or a score of 6.5 on the International English Language Testing System (IELTS) is required.

### Degree Requirements

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

### Course Requirements

(36-39 credits)

#### Group I—Core Courses—Required

(21-24 credits)

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

#### Course No. Course Title

LEAD-500	Introduction to Organizational Leadership
LEAD-510	Organizational Communication
LEAD-530	Individual and Group Processes in Organizations
LEAD-540	Strategic and Financial Decision-Making in Organizations
LEAD-550	Organizational Research
LEAD-560	Legal and Ethical Issues in Organizations
LEAD-570	Guided Field Experience in Organizational Leadership

LEAD-598 Project Seminar in Organizational Leadership

#### Group II—Concentration Courses

(12 credits)

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

#### Developing People and Organizations

Program Goal: Prepare graduates to be strategic professionals who work effectively through others, particularly in the area of organization and human development. This concentration helps students to understand broad organizational concepts that apply to private and non-profit sectors. Students build conceptual understanding and explore connections to applied settings.

#### Course No. Course Title

Select four of the following courses:

LEAD-511	Facilitating Culture and Process Change in Organizations
LEAD-512	Forms of Diversity in Organizations
LEAD-513	Media and Technology in Organizations
LEAD 531	Developing the Human Side of Organizations
LEAD 532	Program Design for Training and Development
LEAD 533	Conflict and Crisis Resolution in Organizations
LEAD-534	Team Effectiveness and Creativity in Organizations

#### Leadership in Higher Education

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

#### Course No. Course Title

EDUC-525	Introduction to Higher Education Administration
<i>Select three of the following courses:</i>	
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 Counseling-Related Services

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

#### Course No. Course Title

COUN-508	Foundations of Clinical Mental Health Counseling
CNPY-514	Psychopathology
COUN-530	Legal and Ethical Issues of Counseling and Psychotherapy
<i>Select one of the following courses:</i>	
COUN-505	Vocational and Career Counseling
COUN-515	Substance Abuse Counseling

COUN-520 Multicultural Counseling and Relationship Development

### **Leadership in Information Technology**

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

#### **Course No.      Course Title**

PMBA-8010      Information Technology

*Select three of the following courses:*

PMBA-8312      Data Mining

PMBA-8313      Electronic Commerce

PMBA-8319      Selected Topics in CIS—Project Management

PMBA-8319      Selected Topics in CIS—Globalization and Telecommunication

### **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 and education as well as organizational leadership.

## **MASTER OF ARTS IN READING/LITERACY EDUCATION**

(36 credits)

### **Program Description**

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

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

### **Admission Requirements**

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

1. Complete the general master's degree application requirements.

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

### **Degree Requirements**

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

### **Course Requirements**

#### **Group I—Foundations of Reading/Language Arts**

(21 credits)

#### **Course No.      Course Title**

READ-501      Psychology and Pedagogy of the Reading/Language/Literacy Process

READ-502      Curriculum, Instruction and Supervision in Reading/Literacy Education

READ-503      Content Reading in High School, College and Continuing Education

READ-504      Diagnosis of Reading/Literacy Abilities and Disabilities: Seminar and Practicum

READ-505\*      Supervised Practicum/Clinical Work in Reading/Literacy Education

READ-508      Literacy and the Bilingual/Bicultural Child

READ-509\*      Advanced Supervised Practicum/Clinical Work in Reading/Literacy Education

READ-600      Independent Study and Research in Reading/Literacy Education

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

#### **Group II—Literature and Language Foundations**

(6 credits—3 credits in Literature and 3 credits in Linguistics)

#### **Course No.      Course Title**

READ-510      Foundations of Linguistics and Psycholinguistics

*And one of the following:*

READ-511      Research into and Survey of Literature for Children

READ-512      Adolescent Literature

#### **Group III—Educational Foundations**

(3 credits)

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 credits)

**Course No.**    **Course Title**

EDUC-500      Introduction to Research

EDPS-506      Testing and Measurement Techniques in Reading/Literacy Education

**Group V—Educational Psychology**

(3 credits)

**Course No.**    **Course Title**

EDPS-512      Psychology of Exceptionality

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

For individuals who are currently prepared to teach in general education settings, a 39-credit course sequence is designed to strengthen their preparation to meet the needs of all children, particularly those with disabilities. Candidates who currently hold a regular New Jersey instructional certificate (elementary, secondary, or P-3) and successfully complete the program, will be eligible for a New Jersey Teacher of Students with Disabilities Endorsement.

**Admission Requirements**

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

*The following criteria must be met:*

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

**Degree Requirements**

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

**Course Requirements**

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

**MASTER OF ARTS IN READING/LITERACY EDUCATION AND TEACHER PREPARATION COMBINED PROGRAM**

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

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

(18 credits)

**Course No.**    **Course Title**

READ-508      Literacy and the Bilingual/Bicultural Child

READ-509      Advanced Supervised Practicum/Clinical Work in Reading/Literacy Education

READ-510      Foundations of Linguistics and Psycholinguistics

READ-517      Teaching a Second Language

READ-518      Social and Cultural Practices and their Effects on Learning in School

READ-519      Using Composing to Study the Structure of American English for First and Second Language Learners

**MASTER OF ARTS IN SPECIAL EDUCATION**

(39 credits)

**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 candidates 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.

**Group I—Introductory Courses**

(6 credits)

**Course No.**    **Course Title**

SPED-512	Psychology of Exceptionality
SPED-514	Positive Behavior Support

**Group II—Core Courses**

(21 credits)

**Course No.**    **Course Title**

SPED-523	Inclusive Educational Practices
SPED-525	Transition to Adult Life
SPED-531	Assessment for Instruction in Special Education
SPED-535	Instructional Practices for Students with Severe Disabilities
SPED-539	Instructional Practices for Students with Mild Disabilities (Capstone Course)
SPED-540	Seminar in Collaboration, Consultation, and the Inclusive Classroom
SPED-542	Literacy and Students with Special Needs or
READ-502	Curriculum, Instruction, and Supervision in Reading/Literacy Education

**Group III—Educational Research and Foundations**

(6 credits)

**Course No.**    **Course Title**

EDUC-500	Introduction to Research
EDSO-510	Sociological and Cultural Foundations of Education

**Group IV—Electives**

(3 credits)

**Course No.**    **Course Title**

SPED-504	Assistive and Augmentative Technology
EDPS-508	Cognitive Processes and Learning
CURR-531	Strategies for Curriculum Development, Design, Innovation and Change
CNPY-514	Psychopathology
ECED-507	Emergent Literacy P-3
SPED-580	Supervised Internship in Special Education

**Group V—Capstone Course**

(3 credits)

**Course No.**    **Course Title**

SPED-590	Professional Seminar in Special Education (Prerequisites: completion of all program courses)
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**Teacher of Students with Disabilities Certification Program**

(21 credits)

**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. Courses must be completed in order based on prerequisites.

**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 (elementary, secondary, or P-3).
5. An undergraduate degree with a minimum GPA of 2.75. Applicants who have completed graduate-level courses must have a minimum GPA of 2.75 in their graduate courses.

**Course Requirements and Sequence**

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

**Introductory Courses**

(6 credits)

**Course No.**    **Course Title**

SPED-512	Psychology of Exceptionality
SPED-514	Positive Behavior Support

**Core Courses**

(12 credits)

**Course No.**    **Course Title**

SPED-523	Inclusive Educational Practices
SPED-525	Transition to Adult Life
SPED-531	Assessment for Instruction in Special Education
SPED-535	Instructional Practices for Students with Severe Disabilities

**Capstone Course**

(3 credits)

**Course No.**    **Course Title**

SPED-539	Instructional Practices for Students with Mild Disabilities
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## Additional Courses

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

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

## CERTIFICATION AND ENDORSEMENT PROGRAMS

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

### General Application Requirements

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

## MASTER OF ARTS IN TEACHING (MAT)

(30 credits)

### Program Description

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

### Admission Requirements

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

1. A completed application form, with a nonrefundable application fee;
2. A minimum 2.75 undergraduate GPA, and 3.0 graduate GPA;
3. Official transcripts from all colleges and universities attended on file;

4. Two letters of recommendation. At least one letter of recommendation from a school or district or school supervisor, or team leader on file; and,
5. An interview with the program director.

### Degree Requirements

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

### Course Sequence

#### Required courses

(9 credits)

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

#### Elective courses

(21 credits)

<b>Course No.</b>	<b>Course Title</b>
GLTP-500	Conceptual Frameworks for Teaching and Learning
GLTP-502	Curriculum and Instruction in Reading/Language Arts: Early Literacy
GLTP-503	Curriculum and Instruction in Reading/Language Arts: Literacy and Learning in Content Area
GLTP-504	Teaching English Language Arts in Secondary Schools
GLTP-505	Teaching Social Studies in Secondary Schools
GLTP-506	Teaching Science in Secondary Schools
GLTP-507	Teaching Mathematics in Secondary Schools
GLTP-510	Curriculum and Teaching Elementary School I: Mathematics
GLTP-515	Curriculum and Teaching in the Elementary School II: Science, Social Studies and the Arts

GLTP-520	Curriculum and Teaching in Middle/Secondary Schools
EDUC-521	Teaching a Second Language
BSED-530	Emerging Instructional Strategies in Business Education
CURR-517	Teaching and Learning Number and Operations
CURR-518	Teaching and Learning Rational Numbers and Proportional Reasoning
CURR-519	Teaching and Learning Algebraic Reasoning
CURR-520	Teaching and Learning Geometric Understanding
CURR-522	Teaching and Learning Measurement and Data
CURR-523	Teaching and Learning Mathematics in the High School
CURR-526	Place Value Instruction: Navigating the Decimal
CURR-527	Curricular and Instructional Design for Fraction Understanding
CURR-529	Development of Mathematical Thinking
CURR-535	Theory and Practice of Bilingual Education
CURR-548	Curriculum and Instruction for Diverse Learners
CURR-552	Creative, Ethical Teacher Leadership
EDAD-505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning
EDAD-510	Seminar/Practicum in Supervision and Teacher Leadership
SPED-514	Positive Behavior Support
SPED-523	Inclusive Educational Practices
SPED-535	Instructional Practices for Students with Severe Disabilities
SPED-539	Instructional Practices for Students with Mild Disabilities
SPED-540	Collaboration, Consultation, and the Inclusive Classroom
EDPS-503	Human Growth and Development
EDPS-507	Advanced Educational Psychology
EDPS-508	Cognitive Processes and Learning
EDPS-512	Psychology of Exceptionality
EDSO-510	Sociological and Cultural Foundations of Education
EDUC-515	Issues in American Schools and Society
READ-501	Psychology and Pedagogy of the Reading/Language/Literacy Process
READ-508	Literacy and the Bilingual/Bicultural Child
READ-510	Foundations of Linguistics and Psycholinguistics
READ-511	Research into and Survey of Children's Literature
READ-512	Adolescent Literature

*BM/MAT students must take 21 semester hours:*

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

ME-693	Seminar in Music Education
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1 elective graduate course from Westminster Choir College  
1 elective from the elective courses list above.

## GRADUATE-LEVEL TEACHER CERTIFICATION PROGRAM (GLTP)

### Program Description

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

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

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

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

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

- Bilingual Education
- Business Education (K-12)
- Elementary Education (K-5)
- English as a Second Language
- English Language Arts Education (K-12)
- Mathematics (K-12)

- Music Education
- Preschool–Grade 3 (certification)
- Science (K–12) (Biological Sciences, Chemistry, Physics, Earth Sciences)
- Social Studies (K–12)
- World Languages (K–12) (French, German, Spanish)

### **Application Requirements**

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

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

### **Completion Requirements**

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

### **Course Requirements**

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

### **Elementary Education Certification (K–5)**

<b>Course No.</b>	<b>Course Title</b>
GLTP-500	Conceptual Frameworks for Teaching and Learning
GLTP-502	Curriculum and Instruction in Reading/Language Arts: Early Literacy
GLTP-510	Curriculum and Teaching in the Elementary School I: Mathematics
GLTP-515	Curriculum and Teaching in the Elementary School II: Science, Social Studies and the Arts
GLTP-570	Seminar and Internship in Teaching

### **Early Childhood (P-3) Certification**

<b>Course No.</b>	<b>Course Title</b>
GLTP-500	Conceptual Frameworks for Teaching and Learning
GLTP-502	Curriculum and Instruction in Reading/Language Arts: Early Literacy
ECED-532	Issues and Challenges in Early Childhood Education
ECED-550	Developmental Methods and Assessment in Early Childhood Education
GLTP-510	Curriculum and Teaching in the Elementary School I: Mathematics
GLTP-570	Seminar and Internship in Teaching

### **Bilingual Certification**

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

### **Business Education Certification**

<b>Course No.</b>	<b>Course Title</b>
GLTP-500	Conceptual Frameworks for Teaching and Learning
GLTP-503	Curriculum and Instruction in Reading/Language Arts: Literacy and Learning in Content Areas
GLTP-520	Curriculum and Teaching in Middle/Secondary Schools

BSED-530	Emerging Instructional Strategies in Business Education	GLTP-520	Curriculum and Teaching in Middle/ Secondary Schools
GLTP-570	Seminar and Internship in Teaching	or	
<b>Science Certification</b>			
<b>Course No.</b>	<b>Course Title</b>	ME-721	Curriculum Development and Evaluation
GLTP-500	Conceptual Frameworks for Teaching and Learning	ME-581	Elementary Praxis
GLTP-503	Curriculum and Instruction in Reading/ Language Arts: Literacy and Learning in Content Areas	or	
GLTP-520	Curriculum and Teaching in Middle/ Secondary Schools	ME-582	Secondary Praxis
GLTP-506	Teaching Science in Secondary Schools	GLTP-570	Seminar and Internship in Teaching
GLTP-570	Seminar and Internship in Teaching	<b>World Language Certification</b>	
<b>English Certification</b>			
<b>Course No.</b>	<b>Course Title</b>	<b>Course No.</b>	<b>Course Title</b>
GLTP-500	Conceptual Frameworks for Teaching and Learning	GLTP-500	Conceptual Frameworks for Teaching and Learning
GLTP-503	Curriculum and Instruction in Reading/ Language Arts: Literacy and Learning in Content Areas	GLTP-503	Curriculum and Instruction in Reading/ Language Arts: Literacy and Learning in Content Areas
GLTP-520	Curriculum and Teaching in Middle/ Secondary Schools	GLTP-520	Curriculum and Teaching in Middle/ Secondary Schools
GLTP-504	Teaching of English Language Arts in Secondary Schools	EDUC-521	Teaching a Second Language
GLTP-570	Seminar and Internship in Teaching	GLTP-570	Seminar and Internship in Teaching
<b>ESL (English as a Second Language) Certification</b>			
<b>Course No.</b>	<b>Course Title</b>	<b>Course No.</b>	<b>Course Title</b>
GLTP-500	Conceptual Frameworks for Teaching and Learning	GLTP-500	Conceptual Frameworks for Teaching and Learning
READ-518	Social and Cultural Practices and their Effects on Learning in School	CURR-548	Curriculum and Instruction for Diverse Learners
or		EDUC-520	Introduction to Linguistics and Psycholinguistics
CURR-548		READ-508	Literacy and the Bilingual/Bicultural Child
EDUC-520		EDUC-521	Teaching a Second Language
READ-508		GLTP-570	Seminar and Internship in Teaching
EDUC-521		or	
GLTP-570		GLTP-571	Supervised Practicum in Teaching
or		CURR-547	Practicum in Classroom Learning (for those who are teaching but not teaching in ESL)
<b>Selective Retention in Graduate-Level Teacher Certification Program</b>			
The Graduate-Level Teacher Certification Program conducts reviews of students' professional growth throughout the program. The program may refer a student to the Faculty Committee on Professional Development in Teacher Education whose charge is to conduct a special evaluation of individuals enrolled in teacher education programs. The committee must ensure that only those students who show promise of success in the teaching profession will be allowed to continue in the teacher education programs.			
The School of Education's Committee on Academic Standing conducts a continuous screening of all students, including periodic evaluations of the academic performance of students enrolled in graduate education and human services programs. When necessary, the committee takes appropriate action with respect to students who fail to maintain the academic and professional requirements of the program.			
<b>Mathematics Certification</b>			
<b>Course No.</b>	<b>Course Title</b>		
GLTP-500	Conceptual Frameworks for Teaching and Learning		
GLTP-510	Curriculum and Teaching in the Elementary School I: Mathematics		
GLTP-520	Curriculum and Teaching in Middle/ Secondary Schools		
GLTP-507	Teaching Mathematics in Secondary Schools		
GLTP-570	Seminar and Internship in Teaching		
<b>Music Certification</b>			
<b>Course No.</b>	<b>Course Title</b>		
GLTP-500	Conceptual Frameworks for Teaching and Learning		
GLTP-503	Literacy and Learning in Content Areas		

## **General Application Requirements**

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

## **Cooperative Education Coordinator**

### **Program Description**

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

### **Admission Requirements**

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

### **Courses**

The program requires six credits.

#### **Course No.      Course Title**

BSED-508	Organizing and Administering Cooperative Work Experience Programs
COUN-505	Vocational/Career Development

### **Application Dates**

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

## **Course Descriptions**

### **BUSINESS EDUCATION (BSED)**

#### **BSED-504**

#### **Curriculum Strategies and Evaluative Concepts in Business Education**

3 credits

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

#### **BSED-506**

#### **Administration and Supervision of Business and Vocational Education**

3 credits

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

#### **BSED-508**

#### **Organizing and Administering Cooperative Work Experience Programs**

3 credits

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

#### **BSED-509**

#### **Principles and Strategies of Vocational and Cooperative Education**

3 credits

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

#### **BSED-519**

#### **Directed Study and Research in Business Education**

1-3 credits

Provides the student with an opportunity to complete a project, resolve a problem, or pursue a major activity that will make a contribution to the teaching profession in business or marketing education. Each participant, under the supervision of a senior faculty member, follows a planned sequence of professional activity that culminates in a completed written project. Professional teacher development is the primary goal.

#### **BSED 530**

#### **Emerging Instructional Strategies in Business Education**

3 credits

Emphasis is placed on the enhancement of teaching effectiveness in business education as emerging instructional strategies are reviewed and studied. Special attention is devoted to the new technology and its use in business education while focusing attention to the present

and future needs of the employer. Current instructional materials are presented and utilized. Master practicing business education teachers will augment the instructor's presentations.

## COUNSELING PSYCHOLOGY (CNPY)

### CNPY-502

#### Theories of Counseling and Psychotherapy

3 credits

Introduces the theoretical constructs of the primary contemporary counseling psychology theories being used in the counseling profession today. The theoretical constructs will be explored for use for self-reflection and self-development and to serve as the basis for development of psychological maps for understanding purposes of clients' behaviors. Prerequisite/co-requisite: COUN-500.

### CNPY-503

#### Psychological Development of the Adult and Aging

3 credits

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

### CNPY-514

#### Psychopathology

3 credits

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

### CNPY-515

#### Consultation in School and Agency Settings

3 credits

This course provides an introduction to school and agency based consultation theories and practices. Contemporary models of consultation are presented with students' emphasis on mental health, behavioral, and

systems approach. In addition to the study of conceptual models, the development of skills in the consultation process in school and/or agency settings is emphasized. Students engage in behavioral consultations with consultees in approved placements.

### CNPY-516

#### Advanced Psychopathology

3 credits

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

### CNPY-518

#### Counseling Children, Adolescents and Families

3 credits

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

## SCHOOL COUNSELING (CNSC)

### CNSC-580

#### Elementary School Counseling Practicum and Substance Awareness Coordinator Practicum

3 credits

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

be supervised by a Substance Awareness Coordinator (SAC). Prerequisite: To be taken semester prior to COUN-590.

### CNSC-581

#### Secondary School Counseling Practicum and Substance Awareness Coordinator Practicum

3 credits

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

## COUNSELING (COUN)

### COUN-500

#### Introduction to Counseling Services

3 credits

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

### COUN-503

#### Group Counseling

3 credits

Analyzes the historical development of group treatment methods, theories, practices, methods for appraising outcomes of treatment, and research findings. Includes critique of recordings, demonstrations, and students' own group experiences as counseling group members. Prerequisites/co-requisites: COUN-500, CNPY-502.

### COUN-505

#### Vocational/Career Development

3 credits

Preparation for planning and presenting vocational/career development programs at all levels. Analyzes vocational development

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

### **COUN-508 Foundations of Clinical Mental Health Counseling**

**3 credits**

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

### **COUN-510 Approaches to Family Counseling**

**3 credits**

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

### **COUN-515 Substance Abuse Counseling**

**3 credits**

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

### **COUN-516 Strategies in Addiction Counseling**

**3 credits**

This is a laboratory based experience in which students will learn to implement evidenced based counseling techniques which are utilized in the field of substance abuse counseling. Students will be able to expand their basic counseling skills and techniques learned in Counseling 550, as well as be exposed to techniques that are unique to addiction counseling. In addition to learning assessment skills, students will learn interventions for codependency, motivational interviewing, mindfulness training, relapse prevention, group counseling, family counseling, etc. This course will also focus on issues of ethics and prevention in addiction counseling.

### **COUN-520 Multicultural Counseling and Relationship Development**

**3 credits**

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

### **COUN-525 Gender Issues in Counseling**

**3 credits**

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

### **COUN-530 Legal and Ethical Issues in Counseling and Psychotherapy**

**3 credits**

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

### **COUN-535 Holistic Wellness Counseling**

**3 credits**

Based on current methods and research, students will explore holistic wellness (e.g., spirituality, self-direction, work and leisure, friendship, and love) positive psychology (e.g., hope, forgiveness, etc.), and human change from personal and interpersonal perspectives. Prerequisites: COUN-500 and CNPY-502.

### **COUN-550 Counseling Techniques Lab**

**3 credits**

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

### **COUN-580 Elementary School Counseling Practicum**

**3 credits**

A 100-hour supervised experience in counseling and consultation in an elementary school setting. Students will obtain a minimum of forty (40) contact hours with clients. The

course will also provide an historical overview of the school guidance and counseling function. Current practices for assessing, organizing, implementing and evaluating school counseling services will be reviewed. Students will develop knowledge and skills in the development of primary, secondary, and tertiary interventions designed to promote the academic and social development of children of elementary school age. Students apply knowledge and skills developed in pre-practicum experiences in addressing the needs of school children. Prerequisite: To be taken semester prior to COUN-590.

### **COUN-581 Secondary School Counseling Practicum**

**3 credits**

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

### **COUN-585 Clinical Mental Health Counseling Practicum**

**3 credits**

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

### **COUN-586 Group Counseling Practicum**

**3 credits**

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

### **COUN-590 Internship in Counseling I**

**3 credits**

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

### **COUN-591 Internship in Counseling II**

**3 credits**

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

the faculty supervisor must be obtained. Any exceptions must be approved by the faculty supervisor.

### **COUN-600 Independent Study and Research in Counseling Services**

**1-3 credits**

Students may take two independent studies. However, under special circumstances, such as students seeking certifications (e.g., Substance Awareness Coordinator), students may be approved by their advisor to take up to six COUN 600 3-credit courses for a total of 18 credits.

### **COUN-660 Counseling Supervision: Issues, Concepts and Methods**

**3 credits**

This course introduces and critically examines issues and concepts that arise in the supervision of counseling and 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, behavioral, integrative, systems, experiential, and developmental models of supervision are studied. The unique problems encountered in group, family, and couples counseling supervision are raised as well as legal, ethical, and multicultural issues. 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-690 Internship in Counseling Specialty I**

**3-6 credits**

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

## CURRICULUM, INSTRUCTION AND SUPERVISION (CURR)

### CURR-517

#### Teaching and Learning Number and Operations

3 credits

This course provides an in-depth study of the content and pedagogy for understanding early number theory. It addresses students' mathematical understanding of representing numbers, relationships among numbers, and number systems; operations and how they relate to one another; and computation. Strong emphasis is placed on the cognitive development of children's thinking in number and operations, and the instructional, curricular, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations, and the Common Core State Standards for mathematics content and mathematical practices.

### CURR-518

#### Teaching and Learning Rational Numbers and Proportional Reasoning

3 credits

This course provides an in-depth study of the content and pedagogy for understanding rational numbers and proportional reasoning. Content includes a variety of situations involving proportions, for example, real-world problems involving ratios, rates, and percents; geometry involving similarity; algebra involving linearity; and probability involving assigning a probability to an event. Distinguishing proportional situations from those that are not and reasoning proportionally in appropriate situations are emphasized. Emphasis is placed on children's cognitive development of rational numbers and proportional reasoning, and the instructional, curricular, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for mathematics content and mathematical practices.

### CURR-519

#### Teaching and Learning Algebraic Reasoning

3 credits

This course provides an in-depth study of the content and pedagogy necessary to facilitate the transition from concrete arithmetic reasoning to abstract algebraic reasoning. It addresses students' mathematical under-

standing of equality, variable, generalization, and functions; cognitive development of algebraic reasoning; and the instructional, curricular, and assessment implications for fostering algebraic reasoning in students. Strong emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for mathematics content and mathematical practices.

### CURR-520

#### Teaching and Learning Geometric Understanding

3 credits

This course provides an in-depth study of the content and pedagogy for geometric understanding. It addresses students' mathematical understanding of shapes and their properties, location, transformation of shapes, and visualization; the cognitive development of geometric thinking; and the instructional, curricular, and assessment implications for teaching. Emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and on the Common Core State Standards for Mathematics Practices.

### CURR-522

#### Teaching and Learning Measurement and Data

3 credits

This course provides an in-depth study of the content and pedagogy for measurement, data analysis, and probability. Mathematical content includes units, systems, and processes of measurement; techniques, tools, and formulas to determine measurements; data collection and display; statistical methods to analyze data; and, evaluating inferences and predictions. Emphasis is placed on children's cognitive development of measurement and data, and the instructional, curricular, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Practices.

### CURR-523

#### Teaching and Learning Mathematics in the High School

3 credits

This course addresses issues central to teaching and learning mathematics in the high school; building learning communities, how students learn mathematics, use of worthwhile mathematical tasks, instructional

modes, technology options, and assessment to inform instruction. Mathematical topics examined are number and quantity, algebra, trigonometry, geometry, and statistics and probability, and modeling. Strong emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and on the Common Core State Standards for Mathematics Practices.

### CURR-524

#### Teaching Mathematics in the Middle School

3 credits

This course has been designed to guide both in-service and pre-service teachers towards growth in teaching mathematics in middle school classrooms, according to the best of current practices. It is accepted that teaching and learning is an ongoing process throughout our careers. Teaching math well requires: a) Deep understanding of the mathematics content, b) Understanding of how students develop mathematical ideas, and c) The ability to shape appropriate learning environments and tasks. Realistically, the process of teaching mathematics, how students learn it, and how to build appropriate learning environments in courses like this one is only the first step towards developing the content and pedagogical skills needed to teach in the 21st century. The objective is to help students construct ideas that take them in the right direction, providing models for the continued long-term learning they will develop with their own classrooms clearly in mind. According to the best of current practice, this involves learning through exploration, inquiry and discovery. As students communicate and then reflect on teaching situations, they will form what has been described as a community of practice, a prototype for how groups of educators join forces, over months and years, to strengthen both their understanding and school practice.

### CURR-526

#### Place Value Instruction: Navigating the Decimal

3 credits

K-8 teachers examine the theory and practice of K-8 place value instruction during a weeklong course. Incorporating the ideas of the successful CONNECT-ED project, this seminar will examine place value theory and model instructional design that traces children's developmental levels and aligns with national and state standards. Participants will work with peers and experienced University faculty to design longitudinal instructional modules on other math topics. By engaging

in this multi-grade design process, teachers will examine new ideas about mathematics, children's mathematical thinking, and mathematics instruction. Participants can earn professional development hours or college credit.

### **CURR-527**

#### **Curricular and Instructional Design for Fraction Understanding**

**3 credits**

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

### **CURR-531**

#### **Strategies for Curriculum Development, Design, Innovation and Change**

**3 credits**

This course addresses the importance of philosophy, historical precedents, learning theory, developmental theory, emerging social issues, and recent trends in content knowledge and effective instructional practices as bases for designing and developing the K-12 curriculum. The articulation of curriculum aims and goals, the development and selection of learning experiences, the organization of learning experiences, deciding upon which instructional practices are more suited for particular curricular goals and objectives and plans for evaluating curriculum outcomes are used as steps for developing the curriculum. Students investigate the roles of teachers, teacher leaders, supervisors and administrators in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to core curriculum content standards, professional development standards and national school leadership standards.

### **CURR-532**

#### **Strategies for Curriculum Change**

**3 credits**

This course will examine organizational skills and knowledge necessary to effect curriculum development and change, K-12. The course

will address the socio-political context of curriculum change along with alternative strategies for initiating, implementing and sustaining standards-based curriculum improvements. Topics of study include strategic planning, problem-solving strategies, needs assessments, curriculum alignment, program evaluation, staff development and the organization of staff members for collaborative deliberation and decision making as essential means for promoting successful curriculum change at all levels of schooling. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council. Prerequisite: CURR-531.

### **CURR-533**

#### **Elementary School Curriculum**

**3 credits**

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

### **CURR-534**

#### **Secondary School Curriculum**

**3 credits**

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

### **CURR-535**

#### **Theory and Practices of Bilingual Education**

**3 credits**

Introduces the rationale and research as a basis for bilingual education as well as the varied and current approaches to implementing programs. Implications drawn from the social, psychological, and linguistic problems

of bilingual learners are considered as they apply to the needs, goals, and issues of bilingual/bicultural programs.

### **CURR-536**

#### **Special Studies in Curriculum, Instruction, and Supervision**

**3 credits**

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

### **CURR-538**

#### **Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners**

**3 credits**

The emphasis in this course will be placed on analyzing and using various instructional models to meet the learning expectations embodied in curriculum goals and the common core content standards from Pre-K through 12. Students will be expected to utilize a variety of instructional models in their classrooms and evaluate when the implementation of each model will be the most effective. The diverse learning needs of students will be closely examined and specific strategies to maximize student learning and student performance will both be learned and practiced. Students will learn how to gather and assess student achievement data and relate student performance to the existing curriculum goals and objectives to determine possible changes in instructional methods and strategies to produce better student achievement results. Students will also learn how to evaluate teaching performance as it relates to the established curriculum. Students will propose appropriate staff development agendas based upon their analysis of teacher instruction and will learn how to provide meaningful supervisory support to optimize learning and achievement as mentors, coaches, teacher leaders, and supervisors. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted common core content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium (ISLLC), and the candidate proficiencies developed by the Educational Leadership Constituent Council (ELCC).

**CURR-548****Curriculum and Instruction for Diverse Learners****3 credits**

This course will examine the curricular and instructional issues that educational leaders must address in accommodating the school program to the needs and abilities of diverse learners. A historical perspective will be developed with an emphasis on how schools have responded to meet the needs of the exceptional child. Legal issues and programmatic trends will be examined and assessed since the inception of the Individuals with Disabilities Education Act. Multicultural issues will be introduced within the context of school and society. The responsibility of the educational leader in fostering a multicultural perspective pertaining to curriculum and instruction, governance, bias and prejudice and school climate and culture will be emphasized. Students will identify and develop curricular possibilities and solutions in school settings to accommodate learners' diverse needs. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council. Prerequisites: CURR-531 and CURR-538.

**CURR-552****Creative, Ethical Teacher Leadership****3 credits**

In order to be effective, teacher leaders require in-depth understanding of the complex, threat-filled, 21st-century globalized environment that provides the context for their work. They must understand the problems, opportunities, and pressures generated by the current socioeconomic, political, and cultural system of the United States, which is characterized by dogmatism-saturated disputes over the purposes of education and the allocation of resources. In addition, they must appreciate the ways in which the larger forces of globalization influence these national trends and issues. Finally, they must understand the ways in which the principles of wise, ethical, intelligent, and creative leadership can help them and their colleagues in their efforts to maintain and strengthen student learning in these daunting conditions.

**CURR-560****National Writing Project****3 credits**

Examines theory, research, and practices in the teaching of writing K-12, with emphasis on improved practices in teaching writing as well as the personal writing of participants. Students investigate relevant local and national standards and curriculum, design, present and respond to peer demonstration lessons in writing, and publish to the National Writing Project e-anthology. Further participation in NWP activities is encouraged and supported. This Invitational Summer Institute is part of the National Writing Project network. Project participants, called Summer Fellows, become Teacher Consultants upon completion of the Institute and are expected to maintain affiliation with the Project and to participate in the dissemination of professional development in writing instruction K-12 for all subject areas.

**CURR-580****Action Research on Teaching and Learning****3 credits**

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

**CURR-585****Practicum in Conducting Action Research****3 credits**

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

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

Taken at the completion of all course work in the program. Students study in seminar fashion the current literature and research in the general areas of curriculum, instruction

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

**CURR-630****Big Ideas Learning in Physical Sciences-Matter****1 credit**

This course provides an in-depth study of Matter by focusing on connecting big ideas related to this topic. The course will be structured around big ideas identified in state and national standards. Connections to mathematics standards and content may be integrated into this course as well, where appropriate. While addressing the content, emphasis will also be placed on effective instructional strategies and science practices through the use and study of such practices and strategies.

**CURR-631****Big Ideas Learning in Physical Sciences-Energy and Transformation of Matter****1 credit**

This course provides an in-depth study of Energy & the Transformation of Matter by focusing on connecting big ideas related to these topics. The course will be structured around big ideas identified in state and national standards. Connections to mathematics standards and content may be integrated into this course as well, where appropriate. While addressing the content, emphasis will also be placed on effective instructional strategies and science practices through the use and study of such practices and strategies

**CURR-632****Big Ideas Learning in Physical Sciences-Motion****1 credit**

This course provides an in-depth study of Motion by focusing on connecting big ideas related to this topic. The course will be structured around big ideas identified in state and national standards. Connections to mathematics standards and content may be integrated into this course as well, where appropriate. While addressing the content, emphasis will also be placed on effective

instructional strategies and science practices through the use and study of such practices and strategies.

**CURR-633**  
**Big Ideas Learning in Earth and Space Sciences-Tectonics and Earth Materials**

1 credit

This course provides an in-depth study of Plate Tectonics and Earth Materials by focusing on connecting big ideas in these topics and with Energy in Earth Systems. The course will be structured around big ideas identified in state and national standards. Connections to mathematics standards and content may be integrated into this course as well, where appropriate. While addressing the content, emphasis will also be placed on effective instructional strategies and science practices through the use and study of such practices and strategies.

**CURR-634**  
**Big Ideas Learning in Earth and Space Sciences-Climate, Weather and Cycles**

1 credit

This course provides an in-depth study of Climate, Weather and Biogeochemical Cycles by focusing on connecting big ideas in these topics and with Energy in Earth Systems. The course will be structured around big ideas identified in state and national standards. Connections to mathematics standards and content may be integrated into this course as well, where appropriate. While addressing the content, emphasis will also be placed on effective instructional strategies and science practices through the use and study of such practices and strategies.

**CURR-635**  
**Big Ideas Learning in Earth and Space Sciences-Our Universe**

1 credit

This course provides an in-depth study of Objects in the Universe by focusing on connecting big ideas in these topics and with Energy in Earth Systems. The course will be structured around big ideas identified in state and national standards. Connections to mathematics standards and content may be integrated into this course as well, where appropriate. While addressing the content, emphasis will also be placed on effective instructional strategies and science practices through the use and study of such practices and strategies.

**CURR-636**  
**Big Ideas Learning in Life Science-Cell Behavior**

1 credit

This course provides an in-depth study of Cell Behavior and Organization and Development by focusing on connecting big ideas in these topics and with Heredity and Reproduction and Interdependence. The course will be structured around big ideas identified in state and national standards. Connections to mathematics standards and content may be integrated into this course as well, where appropriate. While addressing the content, emphasis will also be placed on effective instructional strategies and science practices through the use and study of such practices and strategies.

**CURR-637**  
**Big Ideas Learning in Life Science-Evolution**

1 credit

This course provides an in-depth study of Evolution and Diversity by focusing on connecting big ideas in these topics and with Heredity and Reproduction and Interdependence. The course will be structured around big ideas identified in state and national standards. Connections to mathematics standards and content may be integrated into this course as well, where appropriate. While addressing the content, emphasis will also be placed on effective instructional strategies and science practices through the use and study of such practices and strategies.

**CURR-638**  
**Big Ideas Learning in Life Science-Energy**

1 credit

This course provides an in-depth study of Matter and Energy Transformations by focusing on connecting big ideas in these topics and with Interdependence. The course will be structured around big ideas identified in state and national standards. Connections to mathematics standards and content may be integrated into this course as well, where appropriate. While addressing the content, emphasis will also be placed on effective instructional strategies and science practices through the use and study of such practices and strategies.

**CURR-640**  
**Teaching and Learning Physical Science**

3 credits

This course provides an in-depth study of content and pedagogy for understanding selected physical science topics aligned with

state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

**CURR-641**  
**Teaching and Learning Life Science**

3 credits

This course provides an in-depth study of content and pedagogy for understanding selected life science topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

**CURR-642**  
**Teaching and Learning Earth and Space Science**

3 credits

This course provides an in-depth study of content and pedagogy for understanding selected earth and space science topics aligned with state and national standards. The course will be structured around big ideas identified in standards. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

**CURR-643**  
**Teaching and Learning Engineering and Design**

3 credits

This course provides an in-depth study of the content and pedagogy for understanding selected technology, engineering and design topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

## **EARLY CHILDHOOD EDUCATION (ECED)**

### **ECED-507 Emergent Literacy**

3 credits

Examines perspectives on literacy acquisition including the social-constructivist perspective. Examines the processes of comprehension and composition through the language systems for written language: the grapho-phonetic, syntactic, semantic, and pragmatic. Explores the components of these processes including concepts of print, knowledge of the alphabet, phonological awareness, language play, literary genres, spelling development, vocabulary development, and word recognition.

### **ECED-532 Issues and Challenges in Early Childhood Education**

3 credits

This course addresses the role of parents of young children within the context of school, home and society, as well as the influence of culture, traditions and current issues in early childhood education. Students will explore the efficacy of parenting techniques and behaviors on child development in the early years, including cognitive growth, emotional and social well-being and physical health. Students will investigate strategies for fostering home-school partnerships that enhance child development and educational success, as well as the influence of community, culture and socio-economic status on families and schools throughout our world. In addition, this course addresses current issues and challenges in the early childhood profession including inclusion of children with special needs, advocacy for quality care and education for all young children, and any other subject that might arise - either from the lives of children and families, teachers' professional development, or community agencies.

### **ECED-550 Developmental Methods and Assessment in Early Childhood Education**

3 credits

The focus of this course is developmentally appropriate and culturally responsive curriculum and teaching P-3 settings as delineated in the guidelines of the National Association for the Education of Young Children. Students will learn how to make curriculum and teaching decisions based on knowledge of child development, content area, curriculum content standards, and home and community cultures. In order to meet the ever-changing

needs, interests, and growing strengths of individual children, careful observation and assessment provides teachers with information on which to base adjustments of teaching plans. This course will provide opportunities to deepen understanding of child development; gain an appreciation for the professional responsibility of ongoing assessment of children; and, develop the necessary skills to gather, record, and interpret information in a deliberate and reflective manner.

and interpersonal skills needed for facilitating continuous improvement of instruction, professional staff development, improved student performance, and overall school reform. In addition, course participants will have the experience of creating a personal vision for teaching and student learning as they develop an instructional leadership platform statement. Course participants will be required to demonstrate course understandings through the actual implementation of a Leadership Action Growth Project in their classrooms and school that is referenced to Teacher Leader Model Standards and state adopted core content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium (ISLLC), and the candidate proficiencies developed by the Educational Leadership Constituent Council (ELLC).

## **EDUCATIONAL ADMINISTRATION (EDAD)**

### **EDAD-501 Educational Leadership and Organizational Theory**

3 credits

This introductory course will provide leadership candidates with a framework for understanding the complexity of organizational behavior in an educational setting. Theories and issues in the technical core of teaching and learning, educational governance, leadership, communication patterns, decision-making, school culture, organizational problem solving and school change will be presented, examined and applied through a series of case studies and student initiated inquiry/research projects and presentations. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

### **EDAD-505 Supervisor/Teacher Leadership for Improved Instruction and Student Learning**

3 credits

This foundations course in educational leadership will explore the many ways in which teachers can become instructional leaders in their schools. A fundamental knowledge of effective instruction and supervisory/evaluation practices for the purpose of improved teaching and student learning will be emphasized. As coaches and mentors, instructional leaders need to understand the relationship between collegiality, collaboration, educational leadership, and improved student performance. This course will emphasize the development of classroom observation techniques and skills and the development of effective communication

### **EDAD-507 Education and the Law**

3 credits

This course will address legal issues and requirements confronting educational leaders in school settings. Students will be introduced to varied legal requirements that pertain to educational settings. Legal concepts and issues, and policies and procedures relating to students, parents, teachers and administrators, the board of education, and the community will be introduced and examined. Some of the topics referenced will include: regulations and the key concepts in the Individuals with Disabilities Education Act and the Americans with Disabilities Act; No Child Left Behind legislation; church-state issues; free-speech rights of students, teachers and extracurricular groups; curriculum development and implementation; rules governing student and staff conduct; creating and maintaining a safe school environment; child abuse; search and seizure procedures; affirmative action requirements; and, due process procedures. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

**EDAD-508****Leadership in School Business Administration****3 credits**

The educational leadership required to establish an effective relationship between school business services and the success of the total educational program is the primary focus of this course. The professional and legal responsibilities of the school business administrator to manage the organization and resources, identifying and solving problems and issues related to the effective and efficient operation of school district, will be reviewed. Specific legal and code requirements and best-practice organizational and management procedures critical to the administration of a public school district will be examined. Among the topics of study in the course will be: the organization and management of the district business office; the development of strategic planning models; traditional and program oriented budgets; and, the application of technology to instruction and the management of school and district fiscal operations. Special emphasis will be given to the importance of "generally accepted accounting procedures" in district operations. Other topics to be addressed will include: personnel, enrollment, and resource fore-casting; debt service and insurance expenses; food services, transportation, and facility operations; supply management and facility maintenance; and temporary financial investments. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

**EDAD-509****School Financial Management and Accounting****3 credits**

This course examines the historical precedents and current procedures that regulate and control the funding and financial operations of school districts. The leadership role of the school business administrator, ensuring the operation of the district in compliance with policy, procedure, and code, is a central theme. Judicial decisions, federal and state legislation, the planned curriculum, and generally accepted business practices that impact on the operation of the total educational program in school districts will be reviewed. Some specific topics of study will include: the leadership role of the school business admin-

istrator in monitoring, assessing and reporting on fiscal operations; determining taxation rates; and, developing non-public sources of revenue. The impact of state imposed "cap" regulations and negotiated bargaining unit benefit packages and agreements will be assessed with regard to possible budget growth and development. Enrollment, revenue, and cash flow projections; the fiscal controls used to approve, manage and track expenditures; regulations and restrictions on the use of school funds; school district surplus and debt regulations; current and emerging fiscal concerns in school budget planning and development; and, the role of the school fiscal structure in relation to the local, state, and federal governments are other important topics to be developed. Advanced study in double entry accounting procedures will be a major component in the course. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

**EDAD-510****Seminar/Practicum Supervision and Teacher Leadership****3 credits**

This course will require students to apply theory and "best practices" research in group processes to the leadership function of developing the capacity for all school staff to participate efficiently and effectively in groups and teams within their schools and school district. Participants in the class will develop the personal and technical skills, techniques, and strategies to organize and facilitate the development of collaborative teacher teams. Students will explore the effectiveness of grade level team meetings, interdisciplinary team meetings, "critical friends" groups, and professional learning communities and the positive impact that such groups can have on the overall climate and culture of a school. Students will realize the significant contribution that they can make both as participants and organizers of groups within schools whose goals are to improve interaction among stakeholders within their schools while striving to improve teaching and learning. Students will demonstrate course understandings on an on-going basis throughout the course and will be expected to facilitate a group and demonstrate their ability to lead a group of individuals toward a common goal in a collaborative and caring manner. Course activities are referenced to state adopted common core content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium (ISLLC), and the candidate proficiencies developed by the Educational Leadership Constituent Council (ELCC). Prerequisite: EDAD-505.

activities are referenced to state adopted common core content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium (ISLLC), and the candidate proficiencies developed by the Educational Leadership Constituent Council (ELCC). Prerequisites: CURR-531, CURR-532 or CURR-538, and EDAD-505.

**EDAD-511****Group Process in Supervision for Creative Change and Collaboration in Schools****3 credits**

This course will require students to apply theory and "best practices" research in group processes to the leadership function of developing the capacity for all school staff to participate efficiently and effectively in groups and teams within their schools and school district. Participants in the class will develop the personal and technical skills, techniques, and strategies to organize and facilitate the development of collaborative teacher teams. Students will explore the effectiveness of grade level team meetings, interdisciplinary team meetings, "critical friends" groups, and professional learning communities and the positive impact that such groups can have on the overall climate and culture of a school. Students will realize the significant contribution that they can make both as participants and organizers of groups within schools whose goals are to improve interaction among stakeholders within their schools while striving to improve teaching and learning. Students will demonstrate course understandings on an on-going basis throughout the course and will be expected to facilitate a group and demonstrate their ability to lead a group of individuals toward a common goal in a collaborative and caring manner. Course activities are referenced to state adopted common core content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium (ISLLC), and the candidate proficiencies developed by the Educational Leadership Constituent Council (ELCC). Prerequisite: EDAD-505.

**EDAD-512****School Facility Planning and Development****3 credits**

This course will examine the leadership role of the school business administrator in facility planning, renovation, and expansion. The essential linkage between guiding principles, existing and proposed facilities, and the implementation of the total educational

program is considered from both theoretical constructs and practical applications. Major topics of study will include: the development and revision of long-range facility plans; the role of the state Economic Development Authority; the critical review of state proposed "model" school buildings; and, the process of drafting educational specifications. In addition, required site plan reviews by state and local officials; the referendum approval process; and, the integral role of professional services (public opinion consultants, attorneys, demographers, architects, financial consultants, public information agencies, etc.) will be discussed. Students will evaluate geographic, socio-political, financial, and ecological considerations in proposed school construction. Planning for new and emerging technology, addressing health, safety, and security considerations, ensuring barrier-free access, incorporating energy conservation measures, and the utilization of school buildings by the greater community will be overarching themes developed. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

### **EDAD-513 Human Resources in Education**

3 credits

This course will develop the practical and theoretical knowledge of the human resources function in the educational setting. Emphasis will be placed on understanding and utilizing human resources functions and processes to identify needs and address issues in both instructional and non-instructional positions. The student will gain an understanding of the inter-relationship that exists between organizational climate, strategic planning, and the established policies and regulations of the human resources function. Students will develop a comprehensive understanding of the importance of recruitment, selection, mentoring and evaluation of faculty and support staff. Emphasis will be to continuously identify issues that are legal requirements in human resources administration or required by federal or state regulations. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Lead-

ers Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council. Prerequisites: EDAD-505 and EDAD-511.

### **EDAD-514 School Finance and Fiscal Management**

3 credits

This course will examine the principles and court decisions involved in shaping the legal framework of school finance. Students will examine the historical spending patterns of a school district budget and develop new budget proposals using "generally accepted accounting procedures" and the appropriate state budgeting codes. Students will study school budgeting procedures as a tool for program and school improvement. The class will examine the financial implications associated with site-based management models and whole school reform. Legislation pertaining to the financing of short and long term debt will be examined. Students will use technology to gather data; identify non-tax based resources; create presentations for specific audiences; and, work with models of data driven indicators to examine issues of equity, efficiencies and resource deployment. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council. Prerequisite: EDAD-501.

### **EDAD-515 Mentoring Beginning Teachers**

3 credits

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

### **EDAD-521 Using Research Strategies and Analysis of Data to Make Decisions in Schools**

3 credits

This course focuses on the significant role that the collection of data, and the interpretation and analysis of data plays in the improvement of teaching and student performance. Teachers and instructional leaders must have the knowledge and expertise to problem-solve and make decisions based upon the collection and interpretation and analysis of data. Statistical concepts and methodologies will be used to further the understanding of various research strategies. Actual student performance data will be collected and interpreted and analyzed by class participants and participants will be expected to develop and implement a plan of action to address discrepancies found in student performance data. Participants in the class will also learn how to access student data using various software programs and consider how the use of technology might assist them in improving teacher effectiveness and student performance. In addition, students in the class will learn the skills and strategies needed for them to become effective data coaches within their schools. Students will demonstrate course understandings through class and school applications that are referenced to state adopted common core content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium (ISLLC), and the candidate proficiencies developed by the Educational Leadership Constituent Council (ELCC). Prerequisites: EDAD-501 and EDAD-514.

### **EDAD-591 Seminar/Practicum in Educational Leadership**

3 credits

This is the first of two "capstone" internship courses for candidates in the leadership program in educational administration. The course meets New Jersey Department of Education requirements for an extended administrative internship in the schools. This course is taken in the fall semester and is followed in the spring semester with EDAD-592. After analysis of leadership strengths, based on a self-assessment completed by the candidate, specific internship experiences will be cooperatively planned by the candidate, site-based mentor, and instructor. The capstone internship will build on strengths, develop growth experiences, be substantial and sustained, and be ethically informed. Students will cooperatively evaluate and problem-solve

internship experiences, assess leadership performance from best-practice perspectives, finalize the development of a leadership platform statement, review and discuss topics and scenarios derived from readings and other resources, engage in simulations and case analyses, and interact with students in other graduate programs. Presentations by practicing administrators and other school personnel will provide understanding of the patterns of interaction that occur among different leadership positions in educational institutions. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council. Enrollment by permission of instructor.

### **EDAD-592 Seminar/Practicum in Educational Leadership**

**3 credits**

This is the second of the “capstone” internship course sequence that coincides with the school-year calendar and is taken during the spring semester. In combination with EDAD-591, the course meets New Jersey Department of Education requirements for an extended administrative internship in the schools. Students will continue pursuing field-based internship projects initiated in EDAD-591 in collaboration with a site mentor and the course instructor. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council. Enrollment by permission of instructor. Prerequisite: EDAD-591.

### **EDAD-600 Independent Study and Research in Educational Administration**

**1-3 credits**

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

## **EDUCATIONAL PSYCHOLOGY (EDPS)**

### **EDPS-502 Psychological Development of Child and Adolescent**

**3 credits**

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

### **EDPS-503 Human Growth and Development**

**3 credits**

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

### **EDPS-506 Testing and Measurement Techniques in Reading/ Literacy Education**

**3 credits**

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

### **EDPS-507 Advanced Educational Psychology**

**3 credits**

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

### **EDPS-508 Cognitive Processes and Learning**

**3 credits**

This course deals with what is known relative to the principles of cognitive psychology and their application to learning. The flow of information is followed from where it begins through the processes of integration and

storage. Cognitive principles will be studied relative to concept formation, reasoning, and problem solving. Their relationship to specific educational tasks such as the teaching of reading, writing, mathematics, and other content will be explored and confirmed through empirical evidence.

### **EDPS-509 Assessment and Intervention III: Psychological Assessment and Report Writing**

**3 credits**

Building upon EDPS-514 and EDPS-515, this course furnishes students with the clinical, practical, and theoretical sophistication to understand the assessment process for learning, cognitive, and academic concerns. Students are expected to master a wide range of concepts and skills to successfully complete this course, including administering, scoring, and interpreting tests of cognitive abilities, academic achievement, emotional-behavioral status, and adaptive behavior. Students also are required to synthesize data from multiple methods of assessment and sources to produce written psychological reports that inform intervention practice. Prerequisite: EDPS-513.

### **EDPS-510 Assessment and Intervention IV**

**3 credits**

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

### **EDPS-512 Psychology of Exceptionality**

**3 credits**

This course provides opportunities for the study of school psychological issues associated with specific educational exceptionailities, including learning disabilities, mental retardation, behavior disorders, physical handicaps, and giftedness. The characteristics, identification procedures, and current intervention strategies are examined from a psychological and sociocultural perspective. An experience in the field will enable students to apply knowledge in a realistic classroom setting. \*NOTE: This course is cross-listed as SPED-512. Students cannot get credit for both EDPS-512 and SPED- 512.

**EDPS-513****Professional Practice of School Psychology: Issues and Historical, Ethical, and Legal Considerations**

3 credits

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

**EDPS-514****Assessment and Intervention I: Standardized Measures of Academics and Behavior**

3 credits

This course will increase students' understanding of the standardized assessment process, measurement issues, psychometric properties of assessment instruments, and the role of these instruments in informing academic, behavioral, and social-emotional interventions.

**EDPS-515****Assessment and Intervention II: Curriculum-Based Measures**

3 credits

This course will build upon students' knowledge and skills in individual-referenced assessment based upon the standards and general curriculum. Students will be able to design, administer, score, and interpret curriculum-based assessment and link these data to intervention.

**EDPS-520****Measurement, Tests and Assessments in Counseling/School Psychology**

3 credits

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

**EDPS-521****Statistics and Quantitative Analysis**

3 credits

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

**EDPS-535****Biological Basis of Behavior**

3 credits

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

**EDPS-538****Developmental Child Psychopathology**

3 credits

The course will furnish students with a comprehensive account of the characteristics, correlates, causes, contexts, and outcomes of psychopathology in children. It serves to augment students' understanding of specific conditions in childhood and adolescence including autism spectrum disorders, attention-deficit/hyperactivity disorder, mental retardation, childhood anxiety/depression, enuresis/encopresis, learning disabilities, communication disorders including selective mutism, and emotional/behavioral disorders. The diagnostic nosologies of the DSM and IDEA will be referenced and thoroughly discussed. A special emphasis upon a developmental-systems framework for understanding child psychopathology will be presented wherein the importance of context and the influence of multiple, interacting events and processes in shaping adaptive and maladaptive development will be investigated.

**EDPS-570****Advanced Interventions for Children, Adolescents and Families**

3 credits

This course provides opportunity to expand each student's knowledge and skills in the development of effective interventions to meet academic, behavioral, and social-emotional needs. Currently accepted practices based upon the individual's referral problem will be explored. Intervention will be approached

from a problem-solving model and based on current assessment data. Case studies will be used to link theory and application. Prerequisite: EDPS-513.

**EDPS-581****Practicum in Psychology: Assessment and Report Writing**

1 credit

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

**EDPS-582****Practicum in the Assessment of Behavioral and Social-Emotional Needs**

1 credit

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

**EDPS-583****Practicum in Consultation in School and Agency Settings**

1 credit

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

**EDPS-584****Practicum in Curriculum-Based Measures**

1 credit

This practicum provides supervised experience in identifying academic needs of students utilizing curriculum-based assessment (CBA) methods within a problem-solving framework. Students will practice the selection and administration of appropriate CBA tools to match referral question(s) at the individual, class-wide and school-wide levels. Students will also practice assessment of the academic environment by conducting

structured direct observation of the classroom. Students will summarize and analyze assessment data, develop goals and objectives and make recommendations for intervention. Prerequisites: EDPS-513.

### **EDPS-590**

#### **Internship in School Psychology I**

**3 credits**

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

### **EDPS-591**

#### **Internship in School Psychology II**

**3 credits**

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

### **EDPS-600**

#### **Independent Research and Study in School Psychology**

**1-3 credits**

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

## **EDUCATIONAL SOCIOLOGY (EDSO)**

### **EDSO-501**

#### **Foundations of School Counseling: Referral Sources for Clients and Students with Special Needs**

**3 credits**

Addresses community social services available to clients and special needs students. Reviews principles and methods utilized by social agencies. Representatives of various community agencies are invited to discuss the role and function of the agencies they represent. Students visit various community agencies and report on their work.

### **EDSO-510**

#### **Sociological and Cultural Foundations of Education**

**3 credits**

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

### **EDUC-503**

#### **Philosophy of Education**

**3 credits**

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

### **EDUC-511**

#### **Educational Foundations: Philosophical/Historical Perspectives**

**3 credits**

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

### **EDUC-515**

#### **Issues in American Schools and Society**

**3 credits**

This course is designed to examine contemporary educational issues impacting on schools and to re-examine the purposes of schooling in a democratic society. Students will explore current and emerging policy issues and the demands for reform in schools and districts. Emphasis will be placed on identifying and developing politically feasible responses to policy issues and procedural problems facing educational leaders today. The role of the leader in promoting the development of a collaborative institutional culture and climate and the identification of best-practice strategies to involve community stakeholders in the development of policies and programs will be emphasized. Effective communication models for use within the school, district and greater community and the use of different media and technology formats will be examined and evaluated. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School

Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

### **EDUC-520 Introduction to Linguistics and Psycholinguistics**

**3 credits**

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester.

### **EDUC-521 Teaching a Second Language**

**3 credits**

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. Fall only.

\*NOTE: This course is cross-listed as READ-517. Students cannot get credit for both READ-517 and EDUC-521.

### **EDUC-525 Introduction to Higher Education Administration**

**3 credits**

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

### **EDUC-530 Introduction to Student Affairs in Higher Education**

**3 credits**

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

### **EDUC-531 Introduction to Collective Bargaining and Labor Relations**

**3 credits**

This course assumes that students do not have prior knowledge of legal terminology or concepts. It will provide students with a foundation in the fundamentals of collective bargaining and union-management relationships within the unique environment of the college campus. American labor law is the prevailing system of laws that govern universities and colleges, however, students will explore how these general "rules of the game" apply to higher education institutions. The course will challenge participants to consider how general rules and principles of collective bargaining and labor relations shape, and are shaped by fundamental aspects of the higher-education "workplace" including academic freedom, faculty workloads, tenure and shared governance. These unique factors have the potential to influence expectations concerning productivity, termination and the traditionally sharp distinction between labor and management found in other industries.

### **EDUC-535 Legal and Ethical Issues in Higher Education**

**3 credits**

This course discusses the fundamentals of American law that directly and indirectly affects 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 the higher education administrator. Ethical issues will be explored in relationship to critical issues in higher education such as admissions, affirmative action, dismissal procedures, academic honesty, and student loans.

### **EDUC-540 Planning, Budgeting and Program Evaluation in Higher Education**

**3 credits**

This course discusses the history, evolution, theory and practice of strategic planning in higher education. Students will apply strategic planning techniques to budget development. Students will appreciate the contextual influences of the modern society on planning and budgeting. Students will integrate strategic planning and budgeting with institutional research and apply it to organizational improvement in a college or university.

### **EDUC-550 Selected Topics in Higher Education**

**3 credits**

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

### **EDUC-551 Selected Topics in Higher Education**

**3 credits**

As a special topics course, the content will vary according to the topic or issue under consideration for a given offering of the course. The following are some of the topics

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

### **EDUC-552 Selected Topics in Higher Education**

**3 credits**

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

### **EDUC-553 Selected Topics in Higher Education**

**3 credits**

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

version of the course to fulfill concentration requirements. (Course is offered on a special scheduling basis.)

### **EDUC-554 Selected Topics in Higher Education**

**3 credits**

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

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

### **EDUC-556 Selected Topics in Higher Education**

**3 credits**

As a special topics course, the content will vary according to the topic or issue under consideration for a given offering of the course. The following are some of the topics anticipated: Adolescent into Adult Development, Problems and Issues in Residence Life, Public Relations and Marketing in

Higher Education, Technology and Data Management in Higher Education, Planning for a Safe and Secure Campus Environment. Students will be expected to investigate the research literature related to the topic, examine institutional practices and implications, and propose improvements to campus policies and procedures. The EDUC-500 to 559 course numbering is designed to permit students to enroll in more than one version of the course to fulfill concentration requirements. (Course is offered on a special scheduling basis.)

### **EDUC-557 Selected Topics in Higher Education**

**3 credits**

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

### **EDUC-558 Selected Topics in Higher Education**

**3 credits**

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

**EDUC-559****Selected Topics in Higher Education**

3 credits

As a special topics course, the content will vary according to the topic or issue under consideration for a given offering of the course. The following are some of the topics anticipated: Adolescent into Adult Development, Problems and Issues in Residence Life, Public Relations and Marketing in Higher Education, Technology and Data Management in Higher Education, Planning for a Safe and Secure Campus Environment.

Students will be expected to investigate the research literature related to the topic, examine institutional practices and implications, and propose improvements to campus policies and procedures. The EDUC-500 to 559 course numbering is designed to permit students to enroll in more than one version of the course to fulfill concentration requirements. (Course is offered on a special scheduling basis.)

**EDUC-560****Educating and Evaluating the Bilingual Child**

3 credits

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

**GRADUATE-LEVEL  
TEACHER PREPARATION (GLTP)**
**GLTP-500****Conceptual Frameworks for Teaching and Learning**

3 credits

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

**GLTP-502****Curriculum and Instruction in Reading/Language Arts: Early Literacy**

3 credits

Current strategies for teaching beginning learners vocabulary, comprehension, composition, and language study. Pedagogy for all learners, ranging from gifted to diverse learners. How to manage literacy instruction through content areas in general education in preschool and primary grades. Prerequisite: GLTP-500.

**GLTP-503****Curriculum and Instruction in Reading/Language Arts: Literacy and Learning in Content Areas**

3 credits

Current strategies for providing instruction in vocabulary, comprehension, composition and language study in content areas in upper elementary grades through high school. Pedagogy for all learners, ranging from gifted to diverse learners in general education. Prerequisite: GLTP-500.

**GLTP-504****Teaching English Language Arts in Secondary Schools**

3 credits

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

**GLTP-505****Teaching Social Studies in Secondary Schools**

3 credits

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

**GLTP-506****Teaching Science in Secondary Schools**

3 credits

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

**GLTP-507****Teaching Mathematics Secondary Schools**

3 credits

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

**GLTP-510****Curriculum and Teaching in the Elementary School I: Mathematics**

3 credits

This course introduces students to the elementary curriculum and focuses on the teaching of mathematics that is developmentally appropriate for students from nursery to grade eight. In keeping with NAEYC and CCSS standards, emphasis is placed on planning for and implementing an integrated curriculum approach, discovery learning, hands-on experiences, use of technology, lesson planning, and traditional and non-traditional assessment strategies. Students will also explore positive models for classroom management and discipline. Field experiences will consist of classroom observations and assessing individuals and/or small groups of students. Prerequisite: GLTP-500.

**GLTP-515****Curriculum and Teaching in the Elementary School II: Science, Social Studies and the Arts**

3 credits

This course focuses on methods and materials of instruction in science, social studies, and the arts that are developmentally appropriate for students in preschool through grade eight. Emphasis is placed on integrated curriculum, theme cycles, unit planning, hands-on learning experiences, discovery learning, and traditional/non-traditional assessment

strategies. Field experience will consist of observation and analysis of a unit of study over time in at least one field site as well as continued teaching of lessons to individual and/or groups of children. Prerequisite: GLTP-502.

### **GLTP-520**

#### **Curriculum and Teaching in Middle/Secondary School**

3 credits

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

### **GLTP-525**

#### **Guided Field Experience in K-12**

3 credits

This is a field-based course in which students will spend an intensive three-week term in a designated school setting, mediated by University faculty. Students will participate in the daily routines of elementary, middle, or secondary schools. Field-site teachers will mentor students by articulating decisions that they make regarding classroom instruction and assessment. Students will meet regularly in seminar to analyze and discuss issues related to teaching and learning. This course will be offered J-Term, Summer I or other three week period.

### **GLTP-570**

#### **Seminar and Internship in Teaching**

9 credits

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

### **GLTP-571**

#### **Supervised Practicum Teaching**

3 credits

This practicum is a condensed version of the Internship in Teaching. It is available only to interns seeking teacher certification who already have a year of successful, full-time teaching experience or its equivalent. A special application must be made and approved for enrollment in the course. The practicum

requires seven weeks of full-time, supervised daily participation in a school setting. After a brief period of orientation to the school and classroom, the intern assumes a full load of teaching responsibility at the school. The experience fine tunes the teaching abilities of interns and enables them to demonstrate competence in the specialty for which they seek certification. Prerequisite: Permission of instructor.

profits, governmental or educational institutions. For organizations to thrive and survive in the future they must be able to change and develop rapidly. This course provides a working knowledge of the key theories and practices necessary to be an effective change agent. Students develop skills in diagnosis, design of interventions and strategies for communicating change. Prerequisite/corequisite: LEAD-510.

### **LEAD-512**

#### **Forms of Diversity in Organizations**

3 credits

Increasingly, leaders and employees are part of a more diverse, multiethnic and globally influenced workforce. Students will become more conversant with forms of diversity, such as different cultural traditions, as well as differences in generational sensibilities, ableness, gender, and level of adult development. Students will learn about the different "worldviews" which organizational members bring into the organization, and how that affects their ability to work together. The course develops students' knowledge of and skills in practicing: principles for optimizing human performance in organizations, cultural intelligence, human diversity, and leading multicultural organizations.

### **LEAD-513**

#### **Media and Technology in Organizations**

3 credits

Students will learn how digital technology affects effective communication by leaders and will gain basic skills in the use of new media in organizations. From social media to mobile applications and video blogging, organizations now operate in complex communication environments. Making use of these new means for communication is an organizational challenge and opportunity, of especial importance to the leadership and implementation of change.

### **LEAD-530**

#### **Individual and Group Processes in Organizations**

3 credits

This course will inform students about leadership concepts and models for identifying and working with the motivations, influences and tactics present in conflict and its resolution in personal and organizational settings. Through group dynamics exercises, the themes of developing leadership identity, recognized and affirmed by self-awareness; understanding and exercising relationship awareness and group behavior; and recognizing the multiple relational dimensions of

### **ORGANIZATIONAL LEADERSHIP (LEAD)**

#### **LEAD-500**

#### **Introduction to Organizational Leadership**

3 credits

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

#### **LEAD-510**

#### **Organizational Communication**

3 credits

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

#### **LEAD-511**

#### **Facilitating Culture and Process Change in Organizations**

3 credits

Organizational culture and existing processes can enable productive and effective environments, or they can be barriers to carrying out the central missions of corporations, not-for-

leadership will guide both the understanding and practice of leading people and managing relationships.

### **LEAD-531 Developing the Human Side of Organizations**

**3 credits**

This course examines the evolving human resources function within today's organizations, and it is designed to provide students with a comprehensive understanding of the use of human resources from a systemic and strategic perspective. Students learn the processes used to select, evaluate and develop employees and leaders and develop a Human Resource Development (HRD) program.

### **LEAD-532 Program Design for Training and Development in Organizations**

**3 credits**

This course provides a full circle approach to workforce training and development that is applicable to professionals in human resources, organizational development, or other leaders who see themselves as trainers, mentors and coaches. The course is designed for students to explore "real world" applications for programs, services and operations in a training environment, and covers key principles such as adult learning theory, facilitation skills, curriculum development, needs assessment, training methodology and techniques, resources and constraints, as well as learning how to evaluate and improve the efficacy of training programs.

### **LEAD-533 Conflict and Crisis Resolution in Organizations**

**3 credits**

Leaders face conflict and crisis in their organizations. Being effective in their resolution is an important leadership attribute. Skills that support positive and integrative outcomes include mediation, negotiation and crisis resolution skills. This course will use multiple case studies and role-playing assignments to engage students in understanding how individuals and teams handle mediation and negotiation scenarios. The course will also use multiple case studies to enhance students' understanding of the components of effective and ineffective leadership for crisis.

### **LEAD-534 Team Effectiveness and Creativity**

**3 credits**

In organizations, teams are used for many purposes. Some teams reach high performance, generating quality outcomes. Some

cross-functional teams, such as those used for new product development, are expected to be both effective and creative. This course examines the characteristics and behaviors of teams that produce good results and those that generate new ideas. The focus of the course is on functioning as teams and developing team facilitation capabilities, so that students may be more effective as team members and play a consultative role in organizations.

### **LEAD-540 Strategic and Financial Decision- Making in Organizations**

**3 credits**

This course explores the importance of information and financial resources within the culture of organizations, and the necessary relationship that exists between the two. The course draws on current literature and student experience to explore resource management and focuses on the effective use of information resources within the boundaries defined by financial realities. The relationship between data analyses and effective decision-making will be explored.

### **LEAD-550 Organizational Research**

**3 credits**

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

### **LEAD-551 Selected Topics in Organizational Leadership**

**3 credits**

As a Selected Topics course, the content will vary according to the topic or issue under consideration. Students will study important topics related to leadership within organizations. They will examine and analyze theoretical work, conduct background research, interpret findings and develop positions in regard to the topic under study influence change in organizations.

### **LEAD-552 Selected Topics in Organizational Leadership**

**3 credits**

As a Selected Topics course, the content will vary according to the topic or issue under consideration. Students will study important

topics related to leadership within organizations. They will examine and analyze theoretical work, conduct background research, interpret findings and develop positions in regard to the topic under study. Depending on the topic, they may propose and plan policy or develop programs to influence change in organizations.

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### **LEAD-555 Selected Topics in Organizational Leadership**

**3 credits**

As a Selected Topics course, the content will vary according to the topic or issue under consideration. Students will study important topics related to leadership within organizations. They will examine and analyze theoretical work, conduct background research, interpret findings and develop positions in regard to the topic under study. Depending on the topic, they may propose and plan policy or develop programs to influence change in organizations.

**LEAD-556****Selected Topics in Organizational Leadership**

3 credits

As a Selected Topics course, the content will vary according to the topic or issue under consideration. Students will study important topics related to leadership within organizations. They will examine and analyze theoretical work, conduct background research, interpret findings and develop positions in regard to the topic under study. Depending on the topic, they may propose and plan policy or develop programs to influence change in organizations.

**LEAD-557****Selected Topics in Organizational Leadership**

3 credits

As a Selected Topics course, the content will vary according to the topic or issue under consideration. Students will study important topics related to leadership within organizations. They will examine and analyze theoretical work, conduct background research, interpret findings and develop positions in regard to the topic under study. Depending on the topic, they may propose and plan policy or develop programs to influence change in organizations.

**LEAD-558****Selected Topics in Organizational Leadership**

3 credits

As a Selected Topics course, the content will vary according to the topic or issue under consideration. Students will study important topics related to leadership within organizations. They will examine and analyze theoretical work, conduct background research, interpret findings and develop positions in regard to the topic under study. Depending on the topic, they may propose and plan policy or develop programs to influence change in organizations.

**LEAD-559****Selected Topics in Organizational Leadership**

3 credits

As a Selected Topics course, the content will vary according to the topic or issue under consideration. Students will study important topics related to leadership within organizations. They will examine and analyze theoretical work, conduct background research, interpret findings and develop positions in regard to the topic under study. Depending

on the topic, they may propose and plan policy or develop programs to influence change in organizations.

**LEAD-560****Legal and Ethical Issues in Organizations**

3 credits

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

**LEAD-570****Guided Field Experience in Organizational Leadership**

3 credits

This required course provides students enrolled in the M.A. in Organizational Leadership degree program with the opportunity to gain practical experience through an organized and mentored field experience. Through specialized readings and the completion of a significant project, students will be asked to apply their knowledge of leadership concepts to analyze and address leadership issues within organizations where they work, study, or volunteer. The field experience entails active observation and participation in a variety of leadership roles and organizational functions. Prerequisites: LEAD-500, LEAD-510

**LEAD-598****Project Seminar in Leadership**

3 credits

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

**LEAD-600****Independent Study and Research in Organizational Leadership**

3 credits

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

**READING AND LANGUAGE ARTS (READ)****READ-501****Psychology and Pedagogy of the Reading/Language/Literacy Process**

3 credits

Studies the communication process from a componential point of view, including language acquisition and development, perception, comprehension and cognition, composition, and language systems. A review of the literature in each area as well as a survey of models of reading and language is included.

**READ-502****Curriculum, Instruction, and Supervision in Reading/Literacy Education**

3 credits

Reading and literacy pedagogy for ALL learners, gifted, average, and diverse learners is the course content. Current strategies for teaching comprehension, composition, vocabulary, language study, and independence skills are learned in a workshop setting. How to manage literacy instruction through content areas for all aged children in mainstream classrooms is studied. Parent education and in-service training are also included in course content. Selected observations of activities in the Center for Reading and Writing and in a public school are 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 literacy process as they effect instruction in content areas. Emphasis is on the ways in which the integration of listening, speaking, reading and writing activities within all curricular areas can increase learning. Through lectures, demonstrations, and workshop-type activities, students will both experience and create lessons within various fields. Also investigates

the content and methodology of reading programs in educational settings ranging from middle school through adult education.

### **READ-504 Diagnosis of Reading/Literacy Abilities and Disabilities: Seminar and Supervised Practicum**

3 credits

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

### **READ-505 Supervised Practicum/Clinical Work in Reading/Literacy Education**

3 credits

Implementation of strategies for teaching gifted, average, and special needs student's literacy skills in the Center for Reading and Writing is the thrust of this course. Students will learn to manage personalized instruction when teaching groups of children. Learning how to write constructive progress reports will also be a focus. Two hours weekly, plus the scheduled seminar, are required for a 10-week period. Videotapes of teaching will be reviewed with supervisory staff. Prerequisite: READ-502 or GLTP-502 (with Program Director's consent).

### **READ-508 Literacy and the Bilingual/Bicultural Child**

3 credits

Presents multidisciplinary and interdisciplinary perspectives on bilingual/bicultural children and their reading process. Strategies and materials for second language reading instruction are suggested and discussed.

### **READ-509 Advanced Supervised Practicum/Clinical Work in Reading/Literacy Education**

3 credits

Students select specific types of learners to teach in order to become more efficient identifying and teaching those with different anomalies. Advanced practicum students (509) work in the same room with a student in READ-505 serving as a reading coach to these new practicum students. Demonstration teaching, mock parent/child confer-

ences, and creating quality case studies are reviewed by the student reading coach. Developing strategies for special needs students is encouraged. Graduate student teacher/coaches get first hand coaching experience in this course.

### **READ-510 Foundations of Linguistics and Psycholinguistics**

3 credits

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

### **READ-511 Research into and Survey of Literature for Children**

3 credits

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

### **READ-512 Adolescent Literature**

3 credits

Literature for the young adult in a changing society is covered. Survey and how to use literature to teach literacy skills in all content areas is a focus. Popular young adult authors are explored.

### **READ-513 Managing an Integrated Literacy 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 Literacy Classroom**

1 credit

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

### **READ-515 Special Topics in Literacy III**

1 credit

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

### **READ-517 Teaching a Second Language**

3 credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. Fall only.

\*NOTE: This course is cross-listed as EDUC-521. Students cannot get credit for both EDUC-521 and READ-517.

### **READ-518 Social and Cultural Practices and Their Effects on Learning in School**

3 credits

This course focuses on the customs and cultures of culturally and linguistically diverse learners and how their diversities affect their enculturation into American communities. These differences will be studied by reviewing professional literature and children's literature whose stories are set in the varied locations where these customs are practiced.

**READ-519**  
**Using Composition to Study the Structure of American English for First and Second Language Learners**

3 credits

This course will focus on effective instruction in the composing process in mainstream K-12 classrooms where English fluent, culturally and linguistically diverse, reluctant, and enthusiastic children learn. How the writing process guides learners to comprehend written forms of the English language is studied. An analysis of pedagogy used in the teaching of writing to second language learners will be analyzed through a review of theories and research that support practices for ESL students.

**READ-600**  
**Independent Research and Study in Reading/Literacy Education**

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-504**  
**Assistive and Augmentative Technology**

3 credits

This course will emphasize the use of assistive technology, augmentative communication modalities, visual supports, and related instructional strategies that maximize the learning of all individuals including those with exceptional learning needs. Students will learn how to effectively customize materials and adapt learning environments using computer technology. Students will become familiar with the use of high-tech, low-tech solutions that support the individualized needs of learners with a wide range of disabilities.

**SPED-512**  
**Psychology of Exceptionality**

3 credits

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

setting. \*NOTE: This course is cross-listed as EDPS-512. Students cannot get credit for both SPED-512 and EDPS-512.

**SPED-514**  
**Positive Behavior Support**

3 credits

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

**SPED 523**  
**Inclusive Educational Practices**

3 credits

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

**SPED-525**  
**Transition to Adult Life**

3 credits

This course is designed to provide students with an understanding of theoretical and applied models of transition in special education. Information on the application and interpretation of specialized assessment tools will be presented. Transition planning, including understanding, formulating and implementing the ITP, will be taught. Knowledge of and collaborative interactions with the wide variety of school and community personnel and agencies with a role

in transition will be emphasized. Strategies for developing student self-advocacy and independence in the transition process will be presented. Legal information and ethical issues will be noted. An experience in the field will enable students to apply knowledge in a realistic classroom setting. Prerequisites: SPED-512 and SPED-514.

**SPED-531**  
**Assessment for Instruction in Special Education**

3 credits

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

**SPED-535**  
**Instructional Practices for Students with Severe Disabilities**

3 credits

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

**SPED-539**  
**Instructional Practices for Students with Mild Disabilities**

3 credits

This course will give students the opportunity to evaluate, select, develop and adapt instructional and assessment materials for children with disabilities. Using various case studies, students will have the opportunity to develop an Individualized Educational Program and

synthesize assessment information to make appropriate instructional decisions. Students will experience the collaborative process and develop their ability to function as part of an educational team. A field experience with children with disabilities will enable students to apply knowledge in a realistic classroom setting. Prerequisites: SPED-512; SPED-514; SPED-523; SPED-525; SPED-531 and SPED- 535.

**SPED-540**  
**Seminar in Collaboration,  
 Consultation and Inclusive  
 Classroom**

3 credits

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

**SPED-542**  
**Literacy and Students with  
 Special Needs**

3 credits

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

**SPED-580**  
**Supervised Internship in  
 Special Education**

3 credits

This supervised internship experience will provide students with an opportunity to connect theory and practice in special education during the summer. Students will work full-time in a setting with individuals

with disabilities. After a brief period of orientation to the setting, the intern will assume a full load of teaching and/or supervisory responsibilities appropriate to the context of the experience. Seminar meetings will be required. Permission of the program advisor is required. Prerequisites: SPED-512, SPED-514, SPED-523, SPED-525, SPED-531, SPED-535, SPED-539.

**SPED-590**  
**Professional Seminar 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.

**SPED-600**  
**Independent Study and Research in  
 Special Education**

1–3 credits

The content of the course varies with the academic research interests of students who wish to engage in independent study related to topics in special education.

## Notes

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## Liberal Arts and Sciences

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[www.rider.edu/claes](http://www.rider.edu/claes)

## MASTER OF ARTS IN APPLIED PSYCHOLOGY: APPLIED BEHAVIOR ANALYSIS

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

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

### Program Overview

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

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

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

### Admission Status

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

#### Graduate Standing

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

#### Conditional Standing

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

#### Special Standing

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

### Transfer of Credits

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

### Course Repeat Policy

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

### Dismissal

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

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

### Application Requirements

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

### Degree Requirements

The program requires 36 semester hours and includes 11 psychology courses and a required field placement experience. The supervised fieldwork must be at a pre-approved site.

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

### **Core Curriculum – required of all students**

(24 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
PSY-510	Introduction to Applied Behavior Analysis	3
PSY-511	Principles of Learning	3
PSY-513	Observational Methods and Functional Assessment	3
PSY-514	Single Subject Research Design and Analysis	3
PSY-516	Creating Effective and Ethical Behavior Intervention	3
PSY-530	Interventions for Individuals with Developmental Disabilities	3
PSY-533	Interventions for Individuals with Autism Spectrum Disorders	3
PSY-535	Language Assessment and Interventions	3
PSY-536	Social Skills Assessment and Interventions	3

### **Electives**

Choose two (6 credits)

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
PSY-315/515	Psychological Tests	3
PSY-325/525	Cognitive Development	3
PSY-345/545	Health Psychology	3
PSY-550	Advanced Developmental Psychology	3
PSY-365/565	Drugs and Human Behavior	3
PSY-374/574	Psychology of Family	3
PSY-377/577	Developmental Psychopathology	3
PSY 580	Special Topics in Applied Behavior Analysis ( <i>topics vary</i> )	3
PSY-382/582	Aging and Brain	3
PSY-585	Independent Research and Study	

### **Practicum Requirement**

One semester required of all students

<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
PSY-590	Practicum in Applied Behavior Analysis	3

## **MASTER OF ARTS IN BUSINESS COMMUNICATION**

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

### **Program Overview**

Completion of this 33-credit program will prepare students for jobs in business communication and as professional communicators in a range of organizational settings. Strategic communication is a central activity in the professional world and requires knowledge, case analysis

and skill refinement at a high level. Courses focus on understanding the business environment and on analysis of business communication challenges and development of appropriate solutions to them. Students will learn the theories that are the foundation for effective communication and apply this knowledge to class exercises and professional experiences.

### **Application Requirements**

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

## **Course Requirements for the MA in Business Communication**

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

## Course Descriptions

### COMMUNICATIONS (COMM)

#### **COMM-503**

#### **Corporate and Persuasive Discourse**

3 credits

Imparts advanced knowledge of crisis management, including theory, techniques and applications. Students will gain competency in a number of areas including: changing opinion and behavior, crisis management principles, strategies, tactics and communication methods. Students will work in teams to develop the knowledge and skills to manage the messages surrounding crisis-related issues found in organizations.

#### **COMM-504**

#### **Strategic Business Writing**

3 credits

Provides students with the tools to think and write strategically. Students will gain competency in a number of areas including: identifying challenges and communicating to different workplace audiences; developing content for daily, routine and specific workplace requirements; focusing on strategic, outcomes-based writing; and cultivating interpersonal relationships for successful communication. These skills are particularly important for those in or aspiring to managerial/senior staff roles.

#### **COMM-507**

#### **Business Presentation Strategies**

3 credits

Develops the ability to create purposeful presentations with targeted messages relating to audience needs. Students will gain competency in a number of areas including: messaging, writing for the visual media, using current visual presentation tools, delivering an impactful presentation and taking advantage of social media channels. They will develop the knowledge and skills to influence and inspire internal and external constituencies, a key part of communication practitioners' jobs, especially those in managerial/senior staff roles.

#### **COMM-525**

#### **Visual Communication**

3 credits

Develops understanding of the importance of visuals and using different ways to communicate effectively with visuals, which is an integral parts of any advanced communication and journalism curriculum. The goal of the course is to provide students with the practical knowledge and critical skills necessary

to effectively use visuals as an important and inevitable component in the communication process. The course covers visual communication theories, perception of psychology, design and layout principles, typography, imagery in mass media and visuals in interactive media.

#### **COMM-531**

#### **Legal and Ethical Issues for Professional Communicators**

3 credits

Provides students with the knowledge to understand and apply ethical guidelines and current laws and regulations relative to workplace communication, as well as the legal limits impacting professional communications. This knowledge is particularly important for those in or aspiring to managerial/senior staff roles.

#### **COMM-545**

#### **Information Gathering and Analysis**

3 credits

Develops the knowledge and skills to use various research methods and analysis techniques to provide critical information for, and assist with, business decisions. It will cover developing research tools, gathering and verifying information, analyzing, and reporting results. These skills are particularly important for those in or aspiring to managerial/senior staff roles.

#### **COMM-552**

#### **Communicating in Multicultural Workplaces**

1.5 credits

Instructs in the use of diversity and cultural communication principles and strategies to effectively manage a culturally diverse workforce. This course will help organizational leaders understand how gender, ethnic, religious, and other differences affect the workplace, and how to effectively harness those differences towards maintaining a workplace that promotes good employee relations, and ultimately, good productivity for the organization.

#### **COMM-553**

#### **Communication in a Global Market**

1.5 credits

Examines communication between and among businesses in a global context. The course presents communication as an essential pivot around which revolve the social and institutional relationships within and among nations. Hence, exploring global communication structures and tendencies is an important means to understanding social, cultural, economic and political impositions on global

business. The emerging role of technologies of communication, such as social media, will be a particular focus of this course.

#### **COMM-554**

#### **Effective Group Communication**

1.5 credits

Encompasses the study of individual and group behavior in the workplace. Emphasis is placed on individual behavior and group dynamics, application of current group theories, effective group communication, and effective leadership/followership skills. A comprehensive review of these processes, as well as others, will allow students to examine their role in groups as well as teams.

#### **COMM-555**

#### **Communication and Organizational Culture**

1.5 credits

Examines communication and culture in organized settings. Emphasis is placed on managing organizational culture, communication and the relationship between organizational performance and organizational culture. A review of research and analysis as it relates to organizations will allow students to apply what they have learned about organizational culture to real life situations.

#### **COMM-560**

#### **Communication Issues for Leaders**

3 credits

Focuses on analysis of contemporary issues that highlight the necessity of effective communication for those in a leadership position. Through analysis and discussion of historical and current challenges faced by organizations, students will learn to recognize how effective leaders apply successful communication strategies. Case studies will also explore the effect that poor communication choices have had on organizations. Emphasis will be placed on discussion, research, and presentation.

#### **COMM-563**

#### **Digital Media Communication**

3 credits

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

## **COMM-565 Relational Communication**

3 credits

Introduces students to seminal and contemporary research in the area of relational communication. Broken down into three modules, the curriculum will be divided among the topics of Interpersonal Communication, Group Communication, and Intercultural Communication. In the first, emphasis will be placed upon theories of human communication, verbal and nonverbal communication, gender, and conflict. The second module will explore various elements of group communication, including leadership and followership, roles, status, power and problem solving and decision making. The third module will introduce students to the study of intercultural communication, with its focus on the relationship between culture and communication.

## **COMM-599 Capstone in Business Communication**

3 credits

Provides students with the opportunity to explore, research and discuss practical and theoretical topics in business communication. This capstone course gives students an opportunity to apply skills and knowledge they have learned throughout the Master of Arts in Business Communication curriculum. Under faculty supervision, students will complete a major project using a variety of research methods.

## **PSYCHOLOGY (PSY)**

### **PSY-510 Introduction to Applied Behavior Analysis**

3 credits

This course will provide an introduction to applied behavior analysis. Students will learn the history and defining features of the field. Due to the scientific nature of applied behavior analysis, students will also learn characteristics and processes associated with the scientific method. Furthermore, foundational concepts will be defined, along with relevant behavior change procedures.

### **PSY-511 Principles of Learning**

3 credits

This course will provide students with more in depth understanding of the philosophical assumptions, characteristics and basic principles of behavior analysis. Students will have the opportunity to review concepts learned

during Introduction to Applied Behavior Analysis. This course will also provide an introduction to the basic research in behavior analysis. Students will become more fluent in definitions, characteristics, principles, processes, and concepts of behavior analysis. Prerequisite: PSY-510

### **PSY-513 Observational Methods and Functional Assessment**

3 credits

This course is designed to provide knowledge and skills of methodologies to conduct a thorough behavioral assessment, interpret the assessment data, and identify goals for treatment. Topics will include direct observation/data collection methods, data analysis, functional assessment, stimulus preference and reinforcer assessments, and ethical and professional issues. The second half of the course will deal specifically with functional analysis including the history of and variations to the methodology. The relationship between assessment techniques and the development of the least-restrictive but most effective behavioral intervention will also be discussed. Prerequisites: PSY-510, PSY-511

### **PSY-514 Single Subject Research Design and Analysis**

3 credits

Students will be introduced to the basic evaluative methods used in behavior analysis including various models of single subject design such as multiple baselines, reversal designs, and alternating treatment models. Students will design analyses, collect data, graphically display their data, and provide an analysis of findings. Students will read original behavior analytic research articles and practice analysis of findings. Prerequisites: PSY-510, PSY-511, PSY-513

### **PSY-530 Interventions for Individuals with Developmental Disabilities**

3 credits

The purpose of this course is to prepare students to work with individuals with a broad spectrum of developmental disabilities. The course will begin with a discussion of typical child development and milestones, address how development might differ from the norm, introduce subsequent assessment and diagnosis and ultimately, introduce appropriate interventions. The main focus of this course is applied behavior analysis [ABA] and common ABA strategies for intervention.

## **PSY-533**

### **Interventions for Individuals with Autism Spectrum Disorders**

3 credits

The purpose of this course is to provide students with a general understanding of the clinical characteristics of autism spectrum disorders. The course will briefly address etiology and neurocognitive underpinnings of these disorders but will focus on psycho-educational interventions. The course will be taught from an applied behavior analytic perspective.

### **PSY-535 Language Assessment and Intervention**

3 credits

Students will be introduced to the classification of verbal responses, both vocal and non-vocal. Using videotaped examples, students will categorize observed verbal behavior. Students will be provided with practical tools for the assessment of verbal behavior, as well as an array of intervention strategies. A focus will include the design of teaching strategies to enhance language acquisition, as well as ongoing evaluation of intervention efficacy will be employed. Prerequisites: PSY-510, PSY-511, PSY-513, PSY-514

### **PSY-536 Social Skills Assessment and Intervention**

3 credits

Students will be introduced to the development of social skills and the identification of social skills deficits. Using videotaped examples, students will categorize observed social behavior. Next, students will be provided with practical tools for the assessment of social and emotional behavior, as well as an array of intervention strategies. Tools for the collection of data and the evaluation of the success of target interventions will be stressed. Prerequisites: PSY-510, PSY-511, PSY-513, PSY-514

### **PSY-580 Selected Topics in Applied Psychology**

3 credits

Students will actively engage in an in-depth inquiry into a special topic area concerning applied psychology. Though the seminar topics will change, students will be required to engage in a hands-on research experience and will be required to apply the tools of the discipline to projects of interest.

**PSY-585****Independent Research and Study**

3 credits

Provides students with an opportunity to design and carry out original research in an area of their choice. Students designate a faculty supervisor and work closely with him/her during the semester. Permission of Instructor.

**PSY-590****Field Placement in Applied Behavior****Analysis**

3 credits

The applied behavior analysis practicum includes a required field placement of 15 hours per week and periodic on campus meetings. The practicum experience will allow students to experience the professional life of a behavior analyst in one of several preapproved sites. Sites approved include those for children, adolescents or adults with disabilities. Placements will be selected in consultation with the Practicum Coordinator and will require a written practicum plan from the cooperating field supervisor. Prerequisites: PSY-510, PSY-511, PSY-513, PSY-514

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## Procedures and Policies

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# Procedures and Policies

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

## GENERAL INFORMATION

### Time Limitation

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

### Course Load in Graduate Business

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

### Course Load in Graduate Education

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

### Course Load in Graduate Liberal Arts and Sciences

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

### General Requirements

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

### Registration

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

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

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

## ACADEMIC POLICIES

### Attendance

Please refer to *The Source* at:  
<http://viewer.zmags.com/publication/10ba29e3#/10ba29e3/30>

### Adding, Dropping and Withdrawing from Courses

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

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

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

### Grades and Transcript Notations

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

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

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+	2.3
C	2.0
C-	1.7
F	0.0

Other designations are as follows:

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

### Policy for Grade of Incomplete

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

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

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

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

### Interruption of Studies

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

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

## EXPENSES, TUITION AND FEES

Program	Cost
College of Business Administration (MBA, MAcc, and Online MAcc programs)	\$900 per credit
College of Business Administration (Executive MBA Program)	\$55,000 for the 17-month program. The EMBA program tuition is all-inclusive. Visit <a href="http://rider.edu/emba">rider.edu/emba</a> for more information.
College of Liberal Arts, Education, and Sciences (Counseling, Applied Psychology Programs and Business Communication)	\$720 per credit
College of Liberal Arts, Education, and Sciences (All Other Programs)	\$670 per credit
Westminster Choir College	Full time - \$34,560 annually Part time - \$990 per credit

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

**Student Expenses**

<b>Expense</b>	<b>Per Course</b>	<b>Per Semester</b>
Technology Fees	\$40 (part time students)	\$210 (full-time students)
Distance Learning Course Fee	\$35	
Student Teaching		\$245
Audit	\$240	
Westminster Choir College – Applied Music – 1 Hour Sessions		\$2,090 per semester \$1,500 Elective per semester
Westminster Choir College – Applied Music – 30 Minute Sessions		\$1,050 per semester \$740 Elective per semester
International Student Orientation		\$275 for the student's first semester only

**Misc. Expenses**

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

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

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

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

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

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

**For more information, contact the Office of Financial Services:**

**Bart Luedke Center**

**2nd Floor**

**609-896-5360**

**finaid@rider.edu**

**or go to [www.rider.edu/onestop](http://www.rider.edu/onestop)**

**Terms of Payment**

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

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

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

**Deferred Payment Plan**

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

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

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

## **Financial Obligations**

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

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

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

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

## **Financial Aid**

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

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

For additional information, please go to [www.rider.edu/onestop](http://www.rider.edu/onestop)

## **VETERANS AND MILITARY SERVICE INFORMATION**

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

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

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

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

## **PERSONAL POLICIES**

### **University Policies**

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

### **Student Conduct Policy**

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

### **Harassment**

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

### **Sexual Harassment**

Rider University is committed to sustaining an environment for teaching, learning, employment, and participation in other University programs or activities that is free of sexual harassment. It is the policy of the institution that no member of the community may sexually harass another. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and/or physical, verbal or written 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, education, or participation in University programs or activities; or
2. Submission to or rejection of such conduct by an individual is used as a basis for decisions pertaining to an individual's employment, education, or participation in University programs or activities; or
3. Such speech or conduct is directed against another and is abusive or humiliating and persists after the objection of the person targeted by the speech or conduct; or

4. Such conduct would be regarded by a reasonable person as creating an intimidating, hostile or offensive environment that substantially interferes with an individual's work, education, or participation in university programs or activities.

In the educational setting within the University, as distinct from other work places within the University, wide latitude for professional judgment in determining the appropriate content and presentation of academic material is required. Conduct, including pedagogical techniques, that serves a legitimate educational purpose does not constitute sexual harassment. Those participating in the educational setting bear a responsibility to balance their rights of free expression with a consideration of the reasonable sensitivities of other participants.

Nothing contained in this policy shall be construed either to (1) limit the legitimate exercise of free speech, including but not limited to written, graphic, or verbal expression that can reasonably be demonstrated to serve legitimate educational, artistic, or political purposes, or (2) infringe upon the academic freedom of any member of the University community.

A copy of this policy will be widely distributed and prominently displayed so as to assure that all members of the Rider community are aware of their rights and responsibilities under this policy.

## **Protection of Personal Privacy**

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

- Rider may release the following information without written permission from the student: fact of enrollment, dates of enrollment, degree candidacy, degree awarded, and major field.
- Rider may release the following information unless the student has requested in writing that the information not be released: name, home and local address, and home and local telephone number.

No other information concerning an individual will be released without the written permission of that person.

## **Compensation for Performances**

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

## **Act of Registration**

By the act of registration for any term of study at the university, students acknowledge and agree to the following: (1) willingness to accept and comply with the standards and policies set forth in this catalog and in the student handbook (The Source); (2) recognition of the ultimate authority of the President and the Board of Trustees for maintaining order on the campus; and, (3) Rider University's ownership and exclusive right to the use of any and all promotional, publicity, and entertainment products (including those produced as course requirements), creations, and activities engaged in while they are students at the university, including but not limited to photographs, television, audio and video recordings, motion pictures, concerts, Internet/web-based productions and sales, and theatrical productions and all proceeds therefrom. Students also agree to execute any documents required to confirm or convey such rights to the University as may be required by the University.





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Lawrenceville, NJ 08648-3099  
609-896-5000  
[www.rider.edu](http://www.rider.edu)