

Graduate Academic Catalog 2011-2012



RIDER
UNIVERSITY

www.rider.edu/catalogs





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

Graduate Academic Catalog 2011–2012

Contents

- 3** General Information
- 6** Westminster Choir College
- 7** Business Administration
 - 8** Calendar
 - 9** Degree Programs
 - 14** Application Procedures
 - 17** Course Descriptions
- 25** Education, Leadership, and Counseling
 - 26** Calendar
 - 30** Programs of Study
 - 48** Course Descriptions
- 65** Liberal Arts and Sciences
 - 66** Master of Arts in Applied Psychology
- 69** Procedures and Policies
- 75** Campus and Facilities
- 79** Directories
- 95** Index
- 97** Guide to the Catalog/Directions

For further information, contact:

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

Office of Graduate Admission 609-896-5036

Graduate Programs in
Business Administration 609-896-5127

Graduate Programs in Education,
Leadership, and Counseling 609-896-5353

or visit our Web site: www.rider.edu



General Information

General Information

Rider's Vision

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

Rider's Mission Toward 2010

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

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

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

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

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

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

Historical Sketch

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

Four separate schools emerged as a result of a reorganization in 1962. The well-established schools of Business Administration and Education were joined by two new schools: Liberal Arts and Science and the Evening School. The schools of Business Administration and Education have each since added a division of graduate studies and the Evening School has been reorganized into the College of Continuing Studies. In

1988, the School of Education was renamed the School of Education and Human Services to reflect the scope of its curricula. In July 1992, Westminster Choir College in Princeton, N.J., merged with Rider to become Westminster Choir College, The School of Music of Rider College.

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

Accreditations

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

Memberships

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

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

Professional Outreach and Service Programs

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

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

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

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

Office of Graduate Admission

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

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

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

The School of Education also offers numerous graduate-level teaching certifications, early childhood education certification, teacher of students with disabilities certification, ESL certification programs leading

to certification as a school supervisor, assistant superintendent for business, director of student personnel services, reading specialist, school psychologist and several more. For School of Education and Department of Education, Leadership, and Counseling academic assistance and guidance, call 609-896-5353.

Services for Students with Disabilities

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

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

Call 609-895-5492 for further information.

Policy for Assisting Students with Disabilities

Any Rider student who supplies the University with appropriate documentation of a disability is eligible on a case-by-case basis for reasonable accommodations, such as auxiliary aids, adjustments in academic examination time limits and locations, and various kinds of support services.

Students with disabilities should contact Services for Students with Disabilities (Joseph P. Vona Academic Annex, Room 8, 609-895-5492).

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

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

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

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

Services for Students with Disabilities evaluate the disability documentation provided by the student, collect additional information from the student, and gather information from relevant educational support

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

In the event that such a meeting among the appropriate university official, the faculty member, and the student does not resolve any open issue(s), a qualified university official designated by the provost

will meet with them and assist in resolving the open issue(s). Where a curricular modification is requested, that official normally will be the relevant dean, who will decide the reasonableness of the request in close consultation with the affected faculty member(s) and appropriate University official(s).

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

Westminster Choir College

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

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

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

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



Business Administration

www.rider.edu/gradcba

Business Administration

College of Business
Administration
www.rider.edu/cba

Master of Accountancy
www.rider.edu/macc

Master of Business
Administration
www.rider.edu/mba

Executive MBA
www.rider.edu/emba

Calendar

Fall Semester 2011

September

7 / Wednesday
Classes begin

30 / Friday
Last day for filing degree applications for
December 2011

October

15 / Saturday
Second deferred-tuition payment due

November

15 / Tuesday
Third deferred-tuition payment due

23-26 / Wednesday–Saturday
Thanksgiving recess—No classes

28 / Monday
Classes resume

December

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

12 / Monday
Fall semester exams begin

14 / Tuesday
Spring 2012 and summer 2012
degree applications due

17 / Saturday
Final exams end

Spring Semester 2012

January

23 / Monday
Classes begin

February

15 / Wednesday
Last day for filing application to graduate in
May 2012

March

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

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

15 / Thursday
Second deferred-tuition payment due

19 / Monday
Classes resume

April

15 / Sunday
Third deferred-tuition payment due

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

30 / Monday
Spring semester exams begin

May

5 / Saturday
Final exams end

10 / Thursday
Commencement

Summer Session 2012

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

June

1 / Friday
Last day for filing application to graduate in
August 2012

Mission Statement

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

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

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

Degree Programs

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

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

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

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

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

Faculty

Courses are taught in small sections usually by full-time faculty holding doctorates. Most faculty members are engaged in research in their fields, and many have business experiences 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 2000 and 2007. In addition, the accounting program was further recognized for excellence with AACSB International Accounting Accreditation in 2000 and reaffirmed in 2007.

Objectives and Program Summaries

Introduction

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

The Master of Accountancy (MAcc)

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

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

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

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

Please see the MAcc Web site at www.rider.edu/macc for up-to-date information on the program and faculty.

The Master of Business Administration (MBA)

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

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

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

Please see the MBA Web site at www.rider.edu/mba for up-to-date information on the program and faculty.

The Executive Master of Business Administration (EMBA)

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

Please see the Executive MBA Web site at www.rider.edu/emba for unique admission requirements, program schedules and other relevant information.

Master of Accountancy (MAcc)

www.rider.edu/macc

Course Requirements

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

Upper Level Accounting Courses

(12 credits)

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

Upper Level Elective Accounting Courses

Students must take one MAcc elective.

Course No.	Course Title
MAcc-658	Governmental and Not-for-Profit Accounting (3)
MAcc-663	Fraud and Forensic Accounting (3)
MAcc-664	Issues in Managerial Accounting (3)
MAcc-665	Fraud Detection and Deterrence (3)
MAcc-667	Business Valuations: Fundamentals, Techniques and Theory (3)
MAcc-670	Accounting Internship (requires prior approval of the Accounting Department Chairperson) (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 before taking any Upper Level Accounting Courses.

MAcc students who holds 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. However, students planning to take the exam should consider elective courses in Business Law (PMBA-8491) and Governmental Accounting (MAcc-658).

Business Core Requirements

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

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

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

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

Accounting Core Requirements

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

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

The Master of Accountancy (MAcc) – Waiver of Courses

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

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

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

Master of Business Administration (MBA)

www.rider.edu/mba

Course Requirements

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

Breadth Course Requirements

(31.5 semester hours)

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

Elective Courses

(9 semester hours)

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

Pre-Program Requirements – Courses

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

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

Note:

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

The Master of Business Administration (MBA) – Waiver of Courses

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

1. The Pre-Program courses may be waived if the student has graduated from an AACSB accredited business program within five years prior to semester admitted, and the student must have achieved a “B” or better in the equivalent course or sequence of courses.
2. One or more pre-program courses may be waived if the student has achieved a “B” or better in an equivalent course (at an accredited four-year institution) or graduate course within six years prior to the semester admitted.
3. One or more pre-program courses may be waived based on a combination of previous education and work experience at the Assistant Dean of Graduate Programs’ discretion.
4. With the approval of the Assistant Dean of Graduate Programs, students may take proficiency exams to test out of the Pre-Program Requirement courses if the above criteria are not met. A grade of “B” or better is required on proficiency exams. Within the first year of matriculation, a student is able to take the proficiency exam once on one of the six specified dates. Students may not repeat any proficiency exams. If a student is granted a waiver for any Pre-Program requirements, the student is responsible for a satisfactory level of competency with the representative material. If necessary, the student should review and/or seek tutoring support for the waived material in preparation of advanced courses. Any appeal of a waiver decision based on previous course work must be made to the Assistant Dean for Graduate Studies within the first semester of the program.

Note:

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

Executive MBA (EMBA)

www.rider.edu/emba

Course Requirements

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

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

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

Integrated Business Foundation

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

Advanced Topics

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

Waiver of Program Coursework

There are no course waivers granted for the EMBA program.

Executive in Residence Program

Successful business executives, each with their own specialization, are brought in to work alongside the Rider faculty to lend their personal

insight to classroom discussion during many of the courses in the “advanced executive session” portion of the program.

International Experience

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

Cost

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

Application Procedures (MAcc, MBA, EMBA)

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

- Obtain an application for admission from the Office of Graduate Admission or online at www.rider.edu/gradadmission.
- Complete the application for admission and application fee form, and return them with your resume and statements of aims and objectives, or statement of objectives for EMBA applicants, with the nonrefundable \$50 application fee to the Office of Graduate Admission.
- Register and take the GMAT and furnish the Office of Graduate Admission with official notification of your GMAT scores. If you have already taken this test, request the Graduate Management Admissions Council (GMAC) to furnish the Office of Graduate Admission with an official notification of your score. Executive MBA applicants may not need to have a GMAT score. Please contact the EMBA Program Director to determine if the GMAT is necessary.
- 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 Office of Graduate Admission.
- MBA and MAcc applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) and have the official results sent to the Office of Graduate Admission. A score of 80 on the internet-based TOEFL exam is considered proficient and acceptable.
- International students are asked to have their transcripts evaluated (and translated, if necessary) for program equivalency by a recognized credential evaluation service. World Education Services in New York City is suggested for this evaluation.
- For international students, a notarized financial resource statement or notarized bank statement is required to demonstrate the student’s ability to pay the total cost of attendance.

- Additional Executive MBA application requirements include the following personal information:
 - Two work-related recommendations (employer or another business-related source)
 - Personal interview

Application Deadlines

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

Admission Requirements

MBA and MAcc

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

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

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

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

EMBA

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

Academic Background

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

Business Related Background

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

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

Classification

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

Full Standing

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

Special

For those students enrolled in a graduate program at another institution who have been granted permission to take graduate business courses at Rider.

Executive MBA students are admitted as “full standing” only.

Transfer of Courses

A student may request the transfer of a graduate course taken at an AACSB-accredited institution. Such a request may be granted if the course was taken recently, was passed with a grade of “B” or higher, and was taken before admission to the MBA program at Rider. Once a student has been admitted to the program, graduate courses taken at other 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.

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

Advising

The Assistant Dean of Graduate Programs is the advisor to students in the MBA and MAcc programs and tracks program progress. The Director of the Executive MBA Program is the advisor to the EMBA students.

Students are also encouraged to contact members of the faculty and the programs' executive-in-residence for career and related advising.

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

Course Repeat Policy

With the written permission of the Assistant Dean for Graduate Programs, MBA and MAcc students may repeat graduate courses for which

they received grades of “C+” or lower. Both grades will appear on the student's transcript, but only the second grade will count in the GPA.

Academic Integrity

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

Dismissal

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

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

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

Honor Graduates

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

Graduation Requirements and Application

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

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

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

Concentrations for MBA and MAcc Students

The required courses provide a distinct and consistent advanced business knowledge and skill platform for all students in the program. The electives allow the student to tailor the graduate educational experience to fit individual needs. Concentrations are three-course electives (nine credit) sequences defined from a menu of electives by either the functional department (finance, computer information systems, management, marketing or forensic accounting) or by interdisciplinary

program coordinators (entrepreneurship, global business, or corporate accounting for managers). Electives counted toward a concentration are to carry a grade of “B” or better, and students must achieve a 3.20 GPA in those electives. Students may elect to pursue a general management option in lieu of a specific concentration.

Entrepreneurship

Faculty Contact: Dr. Ronald Cook

A minimum of 3 courses needed.

Required:

PMBA-8383 Entrepreneurship

Pick Two:

PMBA-8313 E-Commerce

PMBA-8346 Financial Modeling

PMBA-8384 Consulting for New & Small Ventures

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)

Faculty Contact: Dr. Margaret O'Reilly-Allen

A minimum of 3 courses needed.

Required:

MAcc-663 Fraud & Forensic Accounting

MAcc-665 Fraud Detection & Deterrence

Pick One:

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

PMBA-8312 Data Mining

Corporate Accounting for Managers

Faculty Contact: Dr. Margaret O'Reilly-Allen

A minimum of 3 courses needed.

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

MBA, non-Accounting undergraduates

All 3 courses required:

PMBA-8324 Financial Reporting

MAcc-664 Issues in Managerial Accounting

PMBA-8321 Managerial Taxation

MBA, Accounting undergraduates

Required:

MAcc-664 Issues in Managerial Accounting

PMBA-8321 Managerial Taxation

Pick One:

PMBA-8346 Financial Modeling

MAcc-667 Business Valuations

MAcc students

Required:

MAcc-664 Issues in Managerial Accounting

PMBA-8321 Managerial Taxation

Pick One:

PMBA-8240 Applied Corporate Finance

PMBA-8346 Financial Modeling

MAcc-667 Business Valuations

Management

Faculty Contact: Dr. John Donovan

A minimum of 3 courses needed.

PMBA-8371 Human Resource Management

PMBA-8372 Management Skills

PMBA-8375 International Management

PMBA-8376 Organizational Development and Effectiveness

PMBA-8377 Managing Workforce Diversity

PMBA-8383 Entrepreneurship

PMBA-890X Selected Topics in Management

PMBA-890X Selected Topics in Leadership

PMBA-8902 Independent Study in Management*

Marketing

Faculty Contact: Dr. Cynthia Newman

A minimum of 3 courses needed.

PMBA-8361 Business to Business Marketing

PMBA-8362 Marketing Communications

PMBA-8363 Consumer Behavior

PMBA-8364 Marketing Research

PMBA-8365 International Marketing Management

PMBA-8902 Independent Study in Marketing*

Information Systems

Faculty Contact: Dr. Lauren Eder

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-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.**

Course Descriptions

Master of Accountancy (MACC)

(R denotes REQUIRED, E denotes ELECTIVE)

MACC-650 Seminar in Taxation 3 credits (R)

The course is designed (1) to expand a student's tax research skills, (2) to examine tax compliance and basic planning concepts available to C corporations, S corporations, partnerships, gifts, estates, and trusts, (3) to explore the tax issues involved in the decision to select a particular form of business organization, (4) to provide an introduction to fundamental concepts of interstate, international, and New Jersey taxation, and (5) to expose the student to a variety of common tax returns, applicable to the above topics. Prerequisite: completion of ACC-410 Fundamentals of Federal Taxation.

MACC-652 Analysis of Accounting Data 3 credits (R)

Employs appropriate information technology and analytical techniques to pursue data collection and analysis needs commonly faced by accounting professionals. Uses cases and projects to pursue such areas of decision concern as financial statement analysis, the evaluation of audit risk and selected additional topics. MACC-654 should be taken before this course. Prerequisite: completion of Preliminary Accounting Requirements.

MACC-654 Issues in Financial Reporting 3 credits (R)

Examines accounting theories and the development of a conceptual framework for financial reporting. Theoretical and conceptual assessments of current reporting issues pertaining to asset valuation and income measurement are addressed through cases, readings, and projects. Topics to be investigated from term to term vary depending on their importance and timeliness to the profession. This course should be taken first or early in the program. Prerequisite: completion of the Preliminary Accounting Requirements.

MACC-656 International Dimensions of Accounting 3 credits (R)

This course examines the global applications of accounting principles and practices, including the relationship between international accounting issues and company strategy. Topics include theoretical and societal considerations of international accounting issues, the identification of transnational accounting practices, and attempts at harmonization. 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 (E)

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-663 Fraud and Forensic Accounting 3 credits (E)

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

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

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. Prerequisite: completion of the Preliminary Accounting Requirements. *This course is required for the Forensic Accounting and Fraud & Forensic Accounting concentrations.*

MACC-667 Business Valuation: Fundamentals, Techniques and Theory 3 credits (E)

A course in the fundamentals of business valuations including basic, intermediate, and some advanced concepts and methodologies required by accounting and finance professionals in valuing a closely held (privately-owned) business where there is no market price. 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 (E) Requires prior approval of the accounting department chairperson.

This course provides on-site experiential learning through supervised employment with a participating company. Students will be reviewed periodically by senior staff. Academic assignments, including a formal report, will be developed in conjunction with a faculty member. Permission of the instructor is required.

Master of Business Administration (PMBA)

(P denotes PRE-PROGRAM LEVEL,
B denotes BREADTH REQUIREMENT,
E denotes ELECTIVE.)

PMBA-8000 Executive Communications 1.5 credits (P)

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 (P)

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 (P)

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 (P)

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 (P)

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 (P)

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 (P)

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 (P)

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 (P)

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 (P)

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 multi-dimensional organizational structures).

PMBA-8200
Managerial Thinking and Decision Making
3 credits (B)

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 (B)

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 (B)

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 (B)

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 (B)

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 presented 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 (B)

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 (B)

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 (B)

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 are 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 (B)

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 (E)

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

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 (E)

Electronic commerce involves the use of information technology to improve, enhance, simplify or enable business transactions. This course examines such business, social, and technical issues of electronic commerce as the technology of the Internet, effective system strategies to attract and maintain customers, security, and electronic payment systems. Prerequisite: Completion of MBA pre-program courses. *This course applies to the Information Systems and Entrepreneurship concentrations.*

PMBA-8314
Project Management

3 credits (E)

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 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 concentration.*

**PMBA-8315
Globalization and Technology**

3 credits (E)

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 (E)

The study of a topic (or combination of topics) that represents some dimensions of computer information systems or has important and direct implications for CIS management. Topics recently covered include project management, data mining and data privacy. Theoretical foundations as well as applications may be explored. Readings, research, lectures, projects, discussions or other appropriate methods are employed to stimulate student learning. Prerequisite: Completion of MBA pre-program courses. *This course applies to the Information Systems concentration.*

**PMBA-8321
Managerial Taxation and Strategy**

3 credits (E)

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 (E)

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. Prerequisites: PMBA-8020 and PMBA-8040. *This course applies to the Corporate Accounting for Managers concentration.*

**PMBA-8335
International Trade and Investment**

3 credits (E)

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

This course is designed to provide an understanding of modern principles and techniques for corporate treasury management. The course materials are useful for finance, banking, accounting and information system professionals or small business owners. Topics include analysis of liquidity and solvency, credit and accounts receivable management, cash collection and disbursement systems, short-term investment and borrowing, management of treasury information and technology, multinational cash management, and other related topics. Success in this course will help students preparing for the Certified Cash Manager (CCM) exam. Prerequisite: Completion of PMBA-8040. *This course applies to the Finance concentration.*

**PMBA-8343
Investment Instruments and Strategies**

3 credits (E)

Principles of investment analysis and portfolio management. Includes analysis of stocks and fixed income securities, mutual funds, international investing, margin trading and short sales, convertibles, stock options and financial futures. Hedging strategies, market forecasting and tax advantaged investments are also discussed. Considerable use of problems to illustrate concepts. Prerequisite: Completion of PMBA-8040. *This course applies to the Finance concentration.*

**PMBA-8344
Financial Market Operations**

3 credits (E)

Flow of funds analysis is used to study financial intermediation and interest rate determination in money and capital markets. Includes the flow of funds accounts, funds flow through financial institutions, the demands for and supply of credit by economic sectors, and the impact of public policies on financial market behavior. Prerequisite: Completion of PMBA-8040. *This course applies to the Finance concentration.*

**PMBA-8345
International Financial Management**

3 credits (E)

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

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 (E)

Real-world application of the concepts and techniques of investment analysis and portfolio theory. Students interact with and make recommendations to professional portfolio managers. Topics include stock valuation methods, major forces driving movements in current equity markets, international investment opportunities, industry analysis, technical analysis and investment timing, evaluation of portfolio performance, analysis of business conditions and interest rates, and hedging portfolio risk with stock index options and financial futures. Prerequisite: Completion of PMBA-8040. *This course applies to the Finance concentration.*

**PMBA-8354
Quality Assurance and Total Quality Management**

3 credits (E)

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 (E)

The practices and policies used in the marketing of goods and services to business and industrial buyers are analyzed, focusing on the market and demand for products, marketing research, product planning, channels of distribution, pricing policies and practices and the development of sales program and service policies. Prerequisite: Completion of PMBA-8060. *This course applies to the Marketing concentration.*

PMBA-8362
Marketing Communications
 3 credits (E)

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. *This course applies to the Marketing concentration.*

PMBA-8363
Consumer Behavior
 3 credits (E)

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. *This course applies to the Marketing concentration.*

PMBA-8364
Marketing Research
 3 credits (E)

An overview of the subject matter which will assist students in developing an appreciation for the use by marketing management of marketing research and marketing information systems in making marketing decisions. Topics include specific research procedures for gathering, processing, analyzing and presenting information relevant to marketing problems in such areas as: advertising effectiveness, product development, distribution channels, sales techniques, consumer behavior, and forecasting study of research planning, implementation, and interpretation of findings is facilitated by the use of cases or projects. Prerequisite: Completion of PMBA-8060. *This course applies to the Marketing concentration.*

PMBA-8365
International Marketing Management
 3 credits (E)

Examination of the nature and scope of global marketing activities, including the theoretical framework of international marketing, foreign marketing environments, multinational markets, MNC information systems, strategic marketing decisions, and organization for transnational marketing. Prerequisite: Completion of PMBA-8060. *This course applies to the Marketing and Global Business concentrations. This course will satisfy the International elective requirement.*

PMBA-8369
Selected Topics in Marketing
 3 credits (E)

The study of a topic (or combination of topics) that represents some dimension of marketing or has important and direct implications for marketing management. Theoretical foundations as well as special applications of marketing decision-making may be explored. Readings, research, lectures, discussions or other appropriate methods are employed to stimulate student learning. Prerequisite: Completion of PMBA-8060. *This course applies to the Marketing concentration.*

PMBA-8371
Human Resource Management
 3 credits (E)

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 (E)

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 (E)

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
Organization Development and Effectiveness
 3 credits (E)

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 (E)

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 (E)

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

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

PMBA-8385
New Venture Launch
 3 credits (E)

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-8389
Tax Planning for Entrepreneurs
 3 credits (E)

The business and personal finances of an entrepreneur are integrally related. Often personal resources fund business operations and business resources fund individual necessities and obligations. This course is designed to familiarize the entrepreneur with wealth maximization and tax minimization strategies for business and personal activities. This course covers basic tax compliance concepts and includes personal financial planning and estate planning issues. Restricted to MBA students only. Prerequisite: Completion of MBA pre-program courses. *This course applies to the Entrepreneurship concentration.*

PMBA-8397
Evidence Management and Presentation
 3 credits (E)

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.

PMBA-8402
The Business of Sports
 3 credits (E)

This course examines diverse managerial issues involving the sports industry. The course covers topics at the league level, the team level, the athlete-agent level, and the college level. The constituencies with interests in sports issues 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 (E)

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

PMBA-8492
Ethical Issues in Business
 3 credits (E)

An introduction to identifying, analyzing and resolving ethical dilemmas in business. The course begins with a general introduction to ethics, considers ethical issues connected with the economic systems within which modern business takes place and heavily emphasizes contemporary cases that illustrate a wide range of ethical issues. Prerequisite: Completion of MBA pre-program courses.

PMBA-8880
Strategic Management
 4.5 credits (B)

This course provides an understanding of the strategic management process. 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. 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. Prerequisites: All other MBA breadth courses.

PMBA-8902 Independent Study in Business Administration

3 credits (E)

Involves a program determined by the individual faculty member and approved by the program director. Written assignments are required as part of this rigorous academic experience. Students are eligible for a maximum of one independent elective and should have completed at least three 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 (E)

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

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of the College 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.

Executive Master of Business Administration (EMBA)

Please note: Since a key goal of the EMBA program is to emphasize application, the focus and method of delivery of the course content may vary.

EMBA-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 Reporting and Analysis

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 Economic 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, Managerial Economics.

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 provides an introduction to modern corporate finance principles that today's managers should know. The objective is to gain understanding of theory and practice of financial decision making. The course will focus on building the essential analytical skills necessary for value creation. Topics covered include valuation of securities, capital budgeting, cost of capital, capital structure, and mergers and acquisitions.

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 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**

A team-taught course that emphasizes how shareholder value is central in evaluating corporate performance. 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 (EVA). 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 participate helps to ensure that students will receive a comprehensive understanding of the course topics. Students will utilize real-world cases to enhance their knowledge of corporate financial performance and decision making.

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-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, healthcare 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-9880**Strategic Management and Policy****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 individual (private) coaching sessions to discuss personal career and organizational situations.



**Education, Leadership,
and Counseling**

www.rider.edu/soe

Education, Leadership, and Counseling

Calendar

Fall Semester 2011

September

7 / Wednesday

Classes begin

(Registration after first class meeting requires \$50 late registration fee)

13 / Tuesday

Last day to add classes

20 / Tuesday

Last day to drop classes

October

1 / Saturday

Graduate application deadline for graduation in December 2011

Comprehensive Examination deadline for fall 2011 exams

14 / Friday

4:30 p.m.

Registration begins for spring semester

25 / Tuesday

Last day to withdraw from classes with student discretion

November

12 / Saturday

9 a.m.–1 p.m.

Comprehensive Exams

22 / Tuesday

Last day to withdraw from classes with consent of instructor

23-27 / Wednesday–Sunday

Thanksgiving recess

December

15 / Thursday

Fall semester ends

Spring Semester 2012

January

23 / Monday

Classes begin

(Registration after first class meeting requires \$50 late registration fee)

27 / Friday

Deadline for makeup of fall semester incomplete grades

Last day to add classes

February

3 / Friday

Last day to drop classes

15 / Wednesday

Graduate application deadline for graduation in May 2012

Comprehensive Examination application deadline for spring 2012 exams

March

9 / Friday

Last day to withdraw from classes with student discretion

9-18 / Friday–Sunday

Spring recess

19 / Monday

Classes resume

24 / Saturday

9 a.m.–1 p.m.

Comprehensive Examination

April

13 / Friday

Last day to withdraw from classes with consent of instructor

May

3 / Thursday

Spring semester ends

10 / Thursday

Commencement

Summer Session 2012

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

Guide to Programs

If you are interested in	See section on
<ul style="list-style-type: none"> Counseling 	Educational Specialist in Counseling (page 31)
<ul style="list-style-type: none"> Counseling Clinical Mental Health Counseling School Counseling (Elem./Sec.) Licensed Professional Counselor Director of Counseling Services 	Counseling Services (page 34)
<ul style="list-style-type: none"> School Psychologist 	Educational Specialist in School Psychology (page 32)
<ul style="list-style-type: none"> Curriculum Specialist Supervisor of Instruction (K–12 including business education and subject specialties) 	Curriculum, Instruction and Supervision (page 38)
<ul style="list-style-type: none"> Educational Administrator Principal School Business Administrator 	Educational Administration (page 36)
<ul style="list-style-type: none"> Reading Specialist 	Reading/Language Arts (page 41)
<ul style="list-style-type: none"> Special Education Teacher of Students with Disabilities 	Special Education (page 42)
<ul style="list-style-type: none"> Bilingual Education Teacher Business Teacher Elementary Teacher English Teacher English as a Second Language Teacher Mathematics Teacher Music Teacher Preschool-Grade 3 Teacher Reading Teacher Science Teacher Social Studies Teacher World Languages Teacher 	Graduate Level Teacher Certification (page 45) 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 individual (private) coaching sessions to discuss personal career and organizational situations.
<ul style="list-style-type: none"> Teacher-Coordinator of Cooperative Vocational-Technical Education 	Teacher-Coordinator of Cooperative Vocational-Technical Education (page 47)
<ul style="list-style-type: none"> Leadership in Information Technology Leadership in Higher Education Leadership in Counseling-Related Services Leadership in Communication 	Organizational Leadership (page 40)
<ul style="list-style-type: none"> Teacher Development and Professional Advancement 	Master of Arts in Teaching (page 44)

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

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

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

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

Mission Statement



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

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

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

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

Synopsis of the School of Education Conceptual Framework

Fostering

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

Commitment

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

Expanding Knowledge

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

Reflection

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

Professionalism

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

Admission Status

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

Graduate Standing

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

Conditional Standing

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

Special Standing

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

Transfer of Credit

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

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

Transfer of Credits: Ed.S. Students

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

Guidelines for Transfer of Credits for Ed.S. Students

1. All transfer credits must carry a letter grade of at least "B."
2. Transfer credits must be taken within the six years from the date of review. Exceptions may be granted by the advisor for courses where content remains consistent over time and supports current program objectives.
3. Students in the Counseling Services Program may transfer up to 48 credits from a CACREP approved program. Students admitted from a non-CACREP approved program may transfer up to 36 credits.

4. Official transcripts must accompany the request for transfer of credit. The advisor must approve the credits to be transferred upon admission.
5. Credits approved for transfer will be added to the student's transcript at the time of admission to the program.

Guidelines for Transfer of Credits for M.A. in Organizational Leadership Students

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

Course Repeat Policy

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

Comprehensive Examination

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

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

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

Application for Comprehensive Examination and Graduation

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

Dismissal

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

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

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, page 31
- School Psychology, page 32

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

- Clinical Mental Health Counseling, page 34
- Counseling Services, page 34
- Curriculum, Instruction and Supervision, page 38
- Educational Administration, page 36
- Organizational Leadership, page 40
- Reading/Language Arts, page 41
- Special Education, page 42
- Teaching, page 44

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
- World Languages Teacher—French, German, Spanish (K–12)

Endorsement to Existing Teaching Certificates:

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

Educational Specialist Degrees

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

General Application Requirements

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

The following are due by the application due date:

- A completed application form, with a non-refundable \$50 application fee;

- Official transcripts from all colleges and universities attended;
- Other such admission requirements as specified within the particular program to which you are applying;
- If there are due dates, they will be specified within the program requirements.

General Educational Specialist Degree Requirements

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

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

Educational Specialist in Counseling Services

(66 semester hours)

Program Description

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

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

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

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

Admission Requirements

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

the spring semester applications must be received by November 1. The following criteria must be met:

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

Degree Requirements

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

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

Course Requirements for an Ed.S. in Counseling Services

Group I—Professional and Psychological Foundations (36 semester hours)

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

Group II—Field Experience

(15 semester hours)

Course No.	Course Title
COUN-550	Counseling Techniques Laboratory
COUN-580	Elementary School Counseling Practicum
or	
COUN-581	Secondary School Counseling Practicum
or	
COUN-585	Individual Counseling Practicum
or	

Course No.	Course Title
COUN-586	Group Counseling Practicum
COUN-590	Internship in Counseling I
COUN-591	Internship in Counseling II
COUN-690	Internship in Counseling Specialty I

Group III—Special and Related Areas (15 semester hours)

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

Educational Specialist Degree in School Psychology (67 semester hours)

Program Description

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

consultation, psychological assessment, behavioral and academic intervention, prevention, counseling, and program planning/evaluation. Students also receive training in sensitively working with clients from diverse cultural and individual backgrounds.

Complementing the program's philosophy, the fundamental goals of the program (noted below) are to provide each graduate with the required skills, professionalism, and knowledge base to become a productive member of the school psychology community:

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

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

- 2.1 Data-Based Decision-Making and Accountability
- 2.2 Consultation and Collaboration
- 2.3 Effective Instruction and Development of Cognitive/Academic Skills
- 2.4 Socialization and Development of Life Skills
- 2.5 Student Diversity in Development and Learning
- 2.6 School and Systems Organization, Policy Development and Climate
- 2.7 Prevention, Crisis Intervention, and Mental Health
- 2.8 Home-School-Community Collaboration
- 2.9 Research and Program Evaluation
- 2.10 School Psychology Practice and Development
- 2.11 Information Technology

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

Admission Requirements

Applications must be received by 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 900.
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 coordinator.

Course Requirements for an Ed.S. in School Psychology

Foundations of Education and Human Behavior (21 hours)

Educational Foundations (9 hours)

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

Human Behavior and Development (12 hours)

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

Professional Core: School Psychology Practice (37 hours)

Assessment and Intervention (18 hours)

Course No.	Course Title
EDPS-514	Assessment and Intervention I: Standardized Measures of Academics and Behavior (3)
EDPS-515	Assessment and Intervention II: Curriculum-Based Measures (3)
EDPS-509	Assessment and Intervention III: Psychological Assessment & Report Writing (3)
EDPS-510	Assessment and Intervention IV: Behavioral and Social-Emotional Needs (3)

EDPS-570	Advanced Interventions for Children, Adolescents and Families (3)
EDPS-581	Practicum in Psychology: Assessment and Report Writing (100 hours) (1)
EDPS-582	Practicum in the Assessment of Behavior and Social-Emotional Needs (100 hours) (1)
EDPS-584	Practicum in Curriculum-Based Measures (100 hours) (1)

Consultation (4 hours)

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

Research (6 hours)

Course No.	Course Title
EDUC-500	Introduction to Research (3)
EDPS-521	Statistics and Quantitative Data Analysis (3)

Professional Practice (9 hours)

Course No.	Course Title
EDPS-513	Professional Practice of School Psychology (3)
EDPS-590	Internship in School Psychology I (600 hours) (3)
EDPS-591	Internship in School Psychology II (600 hours) (3)

Electives (9 hours)

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

Course No.	Course Title
SPED-539	Instructional Practices for Students with Mild Disabilities (3)
or	
SPED-535	Instructional Practices for Students with Severe Disabilities (3)

Counseling Psychology (6 hours)

Course No.	Course Title
COUN-550	Counseling Techniques Laboratory (3)
CNPY-518	Counseling Children, Adolescents and Families (3)

Practicum and Internship

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

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

Professional Development Opportunities

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

Master's Degrees

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

General Master's Degree Application Requirements

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

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

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

General Master's Degree Requirements

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

- Comply with the general requirements concerning graduate study;
- Enroll in graduate study at Rider for no fewer than two academic semesters or the equivalent thereof;
- Complete at least 33–60 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 Administration degree; and Curriculum, Instruction, and Supervision degree;
- Maintain a grade point average of "B" (3.0) or better for work submitted for the master's degree with no more than two "C"s; and
- Complete the program within six years of the date the student enrolled in his/her first course unless an extension is approved by the Department of Graduate Education, Leadership, and Counseling. Students in the Clinical Mental Health Counseling program have ten years and students in Counseling Services program have eight years to complete the program.

Counseling Services Master of Arts Programs

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

Master of Arts in Clinical Mental Health Counseling

(60 semester hours)

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

Program Description

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

Master of Arts in Counseling Services (School Counseling Concentration)

(48 semester hours)

Program Description

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

Admission Requirements

Admission into the program occurs in the fall and spring semesters. For admittance in the fall semester, applications must be received by April 1, and for the spring semester applications must be received by November 1. Completed applications received after the official dead-

line may be given consideration pending program capacity. Individuals whose credentials are not complete by the due date cannot be guaranteed the required admissions interview.

The following criteria must be met:

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

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

Degree Requirements

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

Course Requirements for Counseling Services

School Counseling Concentration

(48 semester hours)

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

School Counseling

GROUP I

(36 semester hours)

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

COUN-590	Internship in Counseling I
COUN-591	Internship in Counseling II

GROUP II

(6 semester hours)

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

GROUP III

(6 semester hours)

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

Core Requirements for Clinical Mental Health Counseling

(60 semester hours)

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

GROUP I

(51 semester hours)

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

GROUP II

(6 semester hours)

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

GROUP III

(3 semester hours)

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

Professional Counselor Development Opportunities (Non-Degree)

Admission into the non-degree program is limited.

Professional Counselor Licensure Series

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

School Counselor Certificate Program

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

Director of Counseling Services

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

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 semester hours)

Program Description

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

The Option I Sequence prepares candidates for leadership positions as a principal, assistant principal, director, or supervisor. The Option I Sequence is approved by the State of New Jersey to meet the established degree requirements for candidates for leadership positions in public schools. The supervisor certificate is issued by the state to applicants upon graduation. Passing the required state examination for certification and fulfilling all mentorship experiences after graduation are requirements to achieve permanent certification as a principal in New Jersey. The Certificate of Advanced Study in Educational Administration and Supervision is a certification program designed for candidates with a master's degree and a supervisor's license. Certification in Pennsylvania

as an Elementary or Secondary Administrator currently requires either a program of eight leadership courses or completion of a Master of Arts Degree in Educational Administration. Either a focused course sequence or the Option I Degree Program Sequence taken at Rider meets Pennsylvania requirements. Passing the required state licensure examination is an additional requirement for Pennsylvania certification as a principal.

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

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

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

Admission Requirements

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

Degree Requirements

1. Meet general master's degree requirements.
2. Candidates will demonstrate course understandings through actual

classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

- Reference the ISLLC and ELCC Standards throughout the program.
- Develop and refine the personal leadership platform statement throughout the program.
- Complete a 9–12 hour standards and outcome-based growth project in each class and a 300 hour “capstone internship” in the Seminar/Practicum courses in Educational Leadership (EDAD-591/592). CSI candidates need only complete a 150 hour “capstone internship” in the Seminar/Practicum course EDAD-510.
- Submit an electronic Leadership Growth Project Portfolio.
- Complete a comprehensive standards-based self-assessment.
- Complete a “Capstone School Improvement/Change Project.”

Administration and Supervision Degree Program

(Option I Sequence)

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

Group I—Administration and Leadership

(18 semester hours)

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

Group II—Supervision

(6 semester hours)

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

Group III—Curriculum and Instruction

(9 semester hours)

Course No.	Course Title
CURR-531	Strategies for Curriculum Development, Design, Innovation and Change

CURR-538 Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners

CURR-548 Curriculum and Instruction for Diverse Learners

Group IV—Foundations

(3 semester hours)

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

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

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

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

Required Courses in the Certificate Sequence

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

School Business Administration Degree Program

(Option II Sequence)

(36 semester hours)

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

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

Group I—Administration

(18 semester hours)

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

Group II—Supervision and Curriculum

(6 semester hours)

Course No.	Course Title
CURR-532	Strategies for Curriculum Change
EDAD-511	Group Process in Supervision for Creative Change and Collaboration in Schools

Group III—School Business Administration

(9 semester hours)

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

Group IV—Foundations

(3 semester hours)

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

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

School Business Administrator Certification Program (School Business Administrator Certificate)

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

Candidates are expected to have completed state required coursework (undergraduate or graduate) in economics and accounting prior to acceptance into the certification program. A “conditional acceptance”

into the certification sequence can be given, requiring applicants without the two courses to complete them before beginning the third course in the seven-course certification sequence. An internship experience begins with and is documented from the first course. The field-based experiences under the supervision of a mentor helps translate leadership theory into practice for the candidate. Candidates will complete a year-long “Capstone School Improvement/Change Project” in EDAD-591-592.

Required Courses in the Certificate Sequence

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

Curriculum, Instruction and Supervision Degree Program

(Option III Sequence)

(36 semester hours)

Program Description

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

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

A Leadership Growth Projects Portfolio will be submitted to document the continuous and sustained accomplishments of the candidates in the appropriate work setting. All students will be given an opportunity to practice and develop their supervisory leadership

skills in a culminating internship experience. Upon completing the program, graduates will qualify for the New Jersey Instructional Supervisor Certificate.

Course Requirements

(36 semester hours)

Group I—Core Courses

(24 semester hours)

AREA 1: CURRICULUM AND INSTRUCTION SEQUENCE

(12 semester hours)

Course No.	Course Title
CURR-531	Strategies for Curriculum Development, Design, Innovation and Change
CURR-532	Strategies for Curriculum 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

AREA 2: SUPERVISION AND ADMINISTRATION SEQUENCE

(12 semester hours)

Course No.	Course Title
EDAD-505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning
EDAD-507	Education and the Law
EDAD-510	Seminar/Practicum in Supervision and Teacher Leadership
EDAD-511	Group Process in Supervision for Creative Change and Collaboration in Schools

Group II—Research and Educational Foundations Courses

(6 semester hours)

AREA 1: RESEARCH

(3 semester hours)

Course No.	Course Title
EDAD-521	Using Research Strategies and Analysis of Data to Make Decisions in Schools

AREA 2: FOUNDATIONS OF EDUCATION

(3 semester hours)

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

Group III—Electives

(6 semester hours)

Course No.	Course Title
BSED-504	Curriculum Strategies and Evaluative Concepts in Business Education
BSED-506	Administration and Supervision of Business and Vocational Education
BSED-519	Directed Study and Research in Business Education
BSED-530	Emerging Instructional Strategies in Business Education
CURR-533	Elementary School Curriculum
CURR-534	Secondary School Curriculum
CURR-535	Theory and Practice of Bilingual Education

CURR-536	Special Studies in Curriculum, Instruction and Supervision
CURR-544	Modern Developments in the Teaching of Foreign Languages
CURR-545	The Middle School Curriculum
CURR-546	Practicum in Classroom Inquiry
CURR-547	Practicum in Classroom Learning
GLTP-510	Curriculum and Teaching in the Elementary School I: 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
CURR-600	Independent Study and Research in Curriculum, Instruction and Supervision
EDAD-501	Educational Leadership and Organizational Theory
EDAD-515	Mentoring Beginning Teachers
EDPS-503	Human Growth and Development
EDPS-507	Advanced Educational Psychology
EDPS-508	Cognitive Processes and Learning
EDPS-512	Psychology of Exceptionality
EDSO-510	Sociological and Cultural Foundations of Education
READ-501	Psychology and Pedagogy of the Reading/Language Arts Process
READ-502	Curriculum, Instruction and Supervision in Reading/Language Arts
READ-503	Content Reading in High School, College and Continuing Education
READ-508	Literacy and the Bilingual/Bicultural Child
READ-510	Foundations of Linguistics and Psycholinguistics
READ-511	Research into and Survey of Literature for Children
READ-512	Adolescent Literature
SPED-514	Positive Behavior Support

Supervisor Certification Program for New Jersey

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

Admission to the Program

Prospective students must meet the following requirements to be admitted to the program 1) a standard New Jersey instructional certificate or edu-

cational services certificate or its out-of-state equivalent; 2) complete three years of successful, full-time teaching experience under the appropriate certificate; 3) a master's degree from a regionally accredited college or university; 4) present recommendations from two educational leaders, with whom you are currently working, e.g., one's department chair, supervisor, principal, and/or superintendent; and 5) an interview with the program coordinator.

Course Requirements

Curriculum Development Requirements

(6 semester hours)

Course No.	Course Title
CURR-531	Strategies for Curriculum Development, Design, Innovation and Change
CURR-532	Strategies for Curriculum Change
or	
CURR-538	Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners

Staff Supervision Course Requirement

(3 semester hours)

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

Supervision Practicum Requirement

(3 semester hours)

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

Master of Arts in Organizational Leadership

(36–39 semester hours)

Program Description

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

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

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

- Understand and apply effective leadership styles and models;
- Utilize frameworks of ethical decision-making;

- Build and lead cross-functional teams (through coaching and mentoring), as well as develop and retain organizational talent;
- Communicate effectively and persuasively within all levels of an organization;
- Write and think more critically;
- Develop conflict resolution and mediation skills; and
- Understand how to utilize information and financial resources to advance organizations.

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

- Leadership in Information Technology;
- Leadership in Higher Education;
- Leadership in Counseling-Related Services;
- Leadership in Communication.

Admission Requirements

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

The following are criteria for admission:

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

Degree Requirements:

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

Course Requirements

(Total credits: 36–39)

Group I—Core Courses—Required

(21–24 credits)

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

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

Group II—Concentration Courses

(12 credits)

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

Leadership in Information Technology

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

Course No.	Course Title
PMBA-8010	Information Technology and

Select three of the following courses:

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

Leadership in Counseling-Related Services

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

Course No.	Course Title
COUN-508	Foundations of Community Counseling
CNPY-514	Psychopathology
COUN-515	Substance Abuse Counseling
COUN-530	Legal and Ethical Issues of Counseling and Psychotherapy

Leadership in Higher Education

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

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

Choose three from the following four:

EDUC-530	Introduction to Student Affairs in Higher Education
EDUC-535	Legal and Ethical Issues in Higher Education

EDUC-540 Planning, Budgeting and Program Evaluation in Higher Education

EDUC-550–559 Selected Topics in Higher Education

Leadership in Communication

Program Goal: Prepare graduates to be more effective professionals by enhancing their ability to address communication challenges in any organizational setting.

Course No.	Course Title
COMM-560	Communication Issues for Leaders
COMM-563	Digital Media Communication
COMM-564	Communication and Diversity in the Workplace
COMM-565	Relational Communication: Interpersonal, Group and Intercultural Dynamics

Group III—Electives

(3 credits)

Students will choose one elective course with advisor approval.

Students may choose from a variety of graduate courses in business, arts and education as well as organizational leadership.

Master of Arts in Reading/Language Arts

(36 semester hours)

Program Description

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

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

Admission Requirements

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

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

- An interview with the program coordinator.

Degree Requirements

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

Course Requirements

Group I—Foundations of Reading/Language Arts

(21 semester hours)

Course No.	Course Title
READ-501	Psychology and Pedagogy of the Reading/Language Arts Process
READ-502	Curriculum, Instruction and Supervision in Reading/Language Arts
READ-503	Content Reading in High School, College and Continuing Education
READ-504	Diagnosis of Reading/Language Abilities and Disabilities: Seminar and Practicum
*READ-505	Supervised Practicum in Reading/Language Arts
READ-508	Literacy and the Bilingual/Bicultural Child
*READ-509	Advanced Supervised Practicum in Reading/Language Arts
READ-600	Independent Study and Research in Reading/Language Arts

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

Group II—Literature and Language Foundations

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

Course No.	Course Title
READ-510	Foundations of Linguistics and Psycholinguistics

And one of the following:

READ-511	Research into and Survey of Literature for Children
READ-512	Adolescent Literature

Group III—Educational Foundations

(3 semester hours)

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

Group IV—Research and Measurement Foundations

(6 semester hours)

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

Group V—Educational Psychology

(3 semester hours)

Course No.	Course Title
EDPS-512	Psychology of Exceptionality

Master of Arts in Reading/Language Arts and Teacher Preparation Combined Program

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

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

READ-508	Literacy and the Bilingual/Bicultural Child
READ-509	Advanced Supervised Practicum in Reading/Language Arts
READ-510	Foundations of Linguistics and Psycholinguistics
READ-517	Teaching a Second Language
READ-518	Social and Cultural Practices and their Effects on Learning in School
READ-519	Using Composing to Study the Structure of American English for First and Second Language Learners

Master of Arts in Special Education

(39 semester hours)

Program Description

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

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

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

Admission Requirements

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

The following criteria must be met:

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

Degree Requirements

1. Meet general master's degree requirements.
2. Successful completion of all academic and field requirements.
3. Completion of 39 (33 for those with existing New Jersey Teacher of the Handicapped or Teacher of Students with Disabilities certification) graduate semester hours with a minimum GPA of 3.00 on a 4.0 scale.
4. Successful completion of 100 hours of field experience.
5. Students must successfully pass a comprehensive examination covering knowledge and skills related to the field of special education.
6. Successful demonstration of professional dispositions and behavior.

Course Requirements

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

Group I—Introductory Courses

(6 semester hours)

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

Group II—Core Courses

(21 semester hours)

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

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 of Learning
CURR-531	Strategies for Curriculum Development, Design, Innovation and Change
CNPY-514	Psychopathology
ECED-507	Emergent Literacy P-3
SPED-580	Supervised Internship in Special Education

Group V—Capstone Course

(3 credits)

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

Teacher of Students with Disabilities Certification Program

(21–27 semester hours)

Program Description

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

Application Requirements

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

Course Requirements and Sequence

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

Introductory Courses

(6 semester hours)

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

Core Courses

(12 semester hours)

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

Capstone Course

(3 semester hours)

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

Additional Courses

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

Course No.	Course Title
EDPS-508	Psychology of Cognitive

PROCESSES AND LEARNING

CURR-531	Strategies for Curriculum Development, Design, Innovation and Change
CNPY-514	Psychopathology
ECED-507	Emergent Literacy P-3

Certification and Endorsement Programs

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

General Application Requirements

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

Master of Arts in Teaching (MAT)**(30 semester hours)****Program Description**

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

Admission Requirements

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

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

Degree Requirements

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

Course Sequence**Required courses**

(9 semester hours)

Course No.	Course Title
EDAD-521	Using Research Strategies and Analysis of Data to Make Decisions in Schools
or	
ME-685	Research in Music Education
CURR-531	Strategies for Curriculum Development, Design, Innovation and Change
or	
ME-721	Curriculum Development and Evaluation
CURR-532	Strategies for Curriculum Change
or	
CURR-538	Assessment for Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners
or	
ME-692	History and Philosophy of Music Education
Elective courses (21 semester hours)	
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

GLTP-520	School II: Science, Social Studies and the Arts Curriculum and Teaching in Middle/Secondary Schools
EDUC-521	Teaching a Second Language
BSED-530	Emerging Instructional Strategies in Business Education
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
EDAD-505	Supervision for Improved Instruction and Learning
EDAD-510	Seminar and Practicum in Supervision
SPED-514	Positive Behavior Support
SPED-523	Inclusive Educational Practice
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 School and Society
READ-501	Psychology and Pedagogy of the Reading/Language Arts 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):	
ME-581	Elementary Praxis
ME-582	Secondary Praxis
ME-723	Psychology for Music Teachers
ME-591	Choral Music 5-12
or	
ME-540	Choir Training for Young Singers
ME-693	Seminar in Music Education

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

Graduate-Level Teacher Certification Program (GLTP)

Program Description

The Department of Graduate Education, Leadership, and Counseling offers a graduate-level program suited for college graduates 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 teaching internship requires full-time enrollment.

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

Students seeking out-of-state certification will find that completing an NCATE (nationally) approved program will enable them to become certified immediately in many states. Since each state has its own requirements for teacher certification, it is wise for students to contact the certification office (Memorial Hall, 111D) for assistance in determining out-of-state certification requirements and state reciprocity agreements. Each subject specialty has a prerequisite equivalent of a liberal arts and science undergraduate major or a subject-area major. The elementary education prerequisite is any liberal arts and science major (or 60 semester hours that comprise the equivalent of a major). Subject specializations (for "secondary" level subject area teaching) require at least 30 semester hours in the appropriate disciplines.

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

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

- 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 designated for the New Jersey state certification being sought.
7. Evidence of interest in teaching through such experiences as parent-teacher organization activities, substitute teaching, serving as a teaching aide, camp counseling, coaching, etc.
8. A formal interview with admission personnel.

Completion Requirements

1. Completion of all courses before internship with a 3.0 grade point average.
2. Completion of GLTP-570 with a "C+" grade or better.
3. Completion of a teaching portfolio.

Course Requirements

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

Elementary Education Certification (K-5)

Course No.	Course Title
GLTP-500	Conceptual Frameworks for Teaching and Learning
GLTP-502	Curriculum and Instruction in Reading/Language Arts: Early Literacy (best for teachers of K-4)
or	
GLTP-503	Curriculum and Instruction in Reading/Language Arts: Literacy and Learning in Content Areas (best for teachers of 5-12)
GLTP-510	Curriculum and Teaching in the Elementary School I: Mathematics
GLTP-515	Curriculum and Teaching in the Elementary School II: Science, Social Studies and the Arts
GLTP-570	Seminar and Internship in Teaching

Early Childhood (P-3) Certification

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

Bilingual Certification

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

Business Education Certification

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

Science Certification

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

English Certification

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

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

Social Studies Certification

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

Mathematics Certification

Course No.	Course Title
GLTP-500	Conceptual Frameworks for Teaching and Learning
GLTP-503	Curriculum and Instruction in Reading/Language Arts: Literacy and Learning in Content Areas
GLTP-520	Curriculum and Teaching in Middle/Secondary Schools
GLTP-507	Teaching Mathematics in Secondary Schools
GLTP-570	Seminar and Internship in Teaching

Music Certification

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

World Language Certification

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

ESL (English as a Second Language) Certification

Course No.	Course Title
GLTP-500	Conceptual Frameworks for Teaching and Learning
READ-518	Social and Cultural Practices and Their Effects on Learning in School
or	
CURR-548	Curriculum and Instruction for Diverse Learners
EDUC-520	Introduction to Linguistics and Psycholinguistics
READ-508	Literacy and the Bilingual/Bicultural Child
EDUC-521	Teaching a Second Language
GLTP-570	Seminar and Internship in Teaching
or	

GLTP-571	Supervised Practicum in Teaching
or	
CURR-547	Practicum in Classroom Learning (for those who are teaching but not teaching in ESL)

Elective in Multicultural Education

EDSO-510	Sociological and Cultural Foundations of Education
or	
CURR-548	Curriculum and Instruction for Diverse Learners

Selective Retention in Graduate-Level Teacher Certification Program

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

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

Endorsement Program

General Application Requirements

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

Cooperative Education Coordinator

Program Description

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

Admission Requirements

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

Courses

The program requires six semester hours.

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

Application Dates

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

Course Descriptions

Business Education (BSED)

BSED-504

Curriculum Strategies and Evaluative Concepts in Business Education

3 credits

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

BSED-506

Administration and Supervision of Business and Vocational Education

3 credits

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

BSED-508

Organizing and Administering Cooperative Work Experience Programs

3 credits

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

BSED-509

Principles and Strategies of Vocational and Cooperative Education

3 credits

Designed as one of the specialized courses in the preparation of business and marketing education teachers and teacher-coordinators of cooperative work experience programs. The philosophy and history of education

for and about work, including technology, are studied along with the principles and strategies for organizing and administering vocational cooperative education programs. Developmental/reflective evaluative techniques will be applied for the assessment of self, students, instruction and selected case studies. Current instructional concepts, organizational and administrative strategies, legislative enactments, and regulations pertaining to the employment of youth are included. Special attention is given to the role of vocational student organizations and advisory committees.

BSED-519

Directed Study and Research in Business Education

1–3 credits

Provides the student with an opportunity to complete a project, resolve a problem, or pursue a major activity that will make a contribution to the teaching profession in business or marketing education. Each participant, under the supervision of a senior faculty member, follows a planned sequence of professional activity that culminates in a completed written project. Professional teacher development is the primary goal.

BSED-521

Issues and Trends in Information Processing

3 credits

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

BSED-530

Emerging Instructional Strategies in Business Education

3 credits

Emphasis is placed on the enhancement of teaching effectiveness in business education as emerging instructional strategies are reviewed and studied. Special attention is devoted to the new technology and its use in business education while focusing attention to the present and future needs of the employer. Current instructional materials are presented and utilized. Master practicum business education teachers will augment the instructor's presentations.

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: COUN-500, CNPY-502.

COUN-505

Vocational/Career Development

3 credits

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

COUN-508

Foundations of Community Counseling

3 credits

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

COUN-510
Approaches to Family Counseling
 3 credits

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

COUN-515
Substance Abuse Counseling
 3 credits

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

COUN-516
Strategies in Addiction Counseling
 3 credits

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

COUN-520
Multicultural Counseling and Relationship Development
 3 credits

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

development of healthy multicultural skills. A semester-long engagement in a multicultural interaction and a presentation of a multicultural discovery project are required.

COUN-525
Gender Issues in Counseling
 3 credits

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

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

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

COUN-535
Holistic Wellness Counseling
 3 credits

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

COUN-550
Counseling Techniques Laboratory
 3 credits

A basic laboratory pre-practicum for counseling services majors which provides opportunities for both observation of and

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

COUN-580
Elementary School Counseling Practicum
 3 credits

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

COUN-581
Secondary School Counseling Practicum
 3 credits

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

COUN-585
Individual Counseling Practicum
 3 credits

A supervised experience in counseling and consulting techniques in mental health facility, community counseling agency, or college setting. Includes seminar discussions, interview analyses or audiotape/videotape observations, and individual supervision with the instructor. For the experienced counselor or the advanced counselor in training who

desires to review and/or strengthen individual counseling and consulting techniques. A field placement of 100 hours is required with a minimum of 40 direct contact hours with clients. Students registering for this course should contact the instructor the semester prior to the course being offered. Prerequisite: To be taken semester prior to COUN-590.

COUN-586
Group Counseling Practicum
 3 credits

A supervised experience in group counseling. Each student is expected to screen and select prospective clients and do group counseling for two groups of clients. Individual and group supervision is provided throughout the semester. Each student is expected to critique at least one audio recording each week with a fellow student. Besides making and critiquing audio recordings, students periodically are asked to make and critique video recordings of their group counseling sessions. Students registering for this course should contact the instructor the semester prior to the course being offered. Prerequisite: COUN-503, 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: COUN-590 and all other required course work must be completed or in progress and permission of the faculty supervisor must be obtained. Any exceptions must be approved by the faculty supervisor.

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

COUN-660
Counseling Supervision: Issues, Concepts and Methods
 3 credits

This course introduces and critically examines issues and concepts that arise in the supervision of counseling and 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. Prerequisite: COUN-590.

COUN-690
Internship in Counseling Specialty I
 3 credits

This internship provides on-the-job clinical experience in approved settings. Placement is selected based on students' specialty area goals and must be approved by the faculty advisor the semester prior to actual placement. Students must also submit in writing a description of clinical activities available 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.

Counseling Psychology (CNPY)

CNPY-502
Counseling Psychology Theories
 3 credits

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

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

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

CNPY-514
Psychopathology
 3 credits

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

CNPY-515
Consultation in School and Agency Settings
 3 credits

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

CNPY-516**Advanced Psychopathology****3 credits**

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

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

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

Curriculum, Instruction and Supervision (CURR)**CURR-526****Place Value Instruction:****Navigating the Decimal****3 credits**

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

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 weeklong course. Based on the successful CONNECT-ED project, this seminar will model how to design fraction instruction that traces children’s

developmental levels, and aligns with national and state standards. Participants will work with peers and experienced University faculty to design similar instructional activities. By engaging in this multigrade design process, teachers will examine new ideas about mathematics, children’s mathematical thinking, and mathematics instruction. Participants can learn professional development hours or college credit.

CURR-529**Development of Mathematical Thinking****3 credits**

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

CURR-531**Strategies for Curriculum Development, Design, Innovation and Change****3 credits**

This course will address the importance of philosophy, historical precedents, learning theory, developmental theory, emerging social trends and issues, and recent trends in content knowledge as bases for designing and developing the K-12 curriculum. The articulation of curriculum aims and goals, the development and selection of learning experiences, the organization of learning experiences, and plans for evaluating curriculum outcomes are used as steps for developing the curriculum. Students investigate the roles teachers, supervisors and administrators play in implementing curriculum designs in school settings. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

CURR-532**Strategies for Curriculum Change****3 credits**

This course will examine organizational skills and knowledge necessary to effect curriculum development and change, K-12. The course will address the socio-political context of curriculum change along with alternative strategies for initiating, implementing and sustaining standards-based curriculum

improvements. Topics of study include strategic planning, problem-solving strategies, needs assessments, curriculum alignment, program evaluation, staff development and the organization of staff members for collaborative deliberation and decision making as essential means for promoting successful curriculum change at all levels of schooling. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership 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 Practice 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

This course establishes the implemented curriculum by establishing the relationship between curriculum goals and the instructional strategies needed to realize those purposes. Emphasis will be placed on analyzing and using various instructional models to meet the learning expectations embodied in curriculum goals and core curriculum content standards from pre-school to high school. Students will examine instructional strategies from the perspectives of assessing research findings on effective practices, realizing curriculum standards, adapting the classroom to diverse learner needs, establishing appropriate staff development agendas, and providing forms of supervisory support to optimize learning and achievement. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council. Prerequisite: CURR-531.

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

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

CURR-545
The Middle School Curriculum
 3 credits

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

CURR-546
Practicum in Classroom Inquiry
 3 credits

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

CURR-547
Practicum in Classroom Learning
 3 credits

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

CURR-548
Curriculum and Instruction for Diverse Learners
 3 credits

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

and solutions in school settings to accommodate learners' diverse needs. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate 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. Through readings, discussions, hands-on activities, projects, presentations, and field experiences participants will develop the following knowledge: understand the WICS framework for educational leadership in the 21st century (wisdom, intelligence, and creativity synthesized) as well as understand the socioeconomic, political, and cultural forces that buffet school systems in the 21st century understand some promising concepts and tools that can help teacher leaders with their instructional leadership efforts. Through readings, discussions, hands-on activities, projects presentations, and field experiences, participants will develop the following skills: apply these teacher leadership concepts and contextual understandings effectively in their own school settings and use a variety of creative and critical thinking strategies to enhance their teacher leadership initiatives as well as their own instruction. Students will develop dispositions favorable toward: democratic, distributed leadership within schools and school systems, challenging their own dogmatism and that of their peers, strengthening the ethical dimensions of education, employing creative, critical, and interdisciplinary thinking in collaborative problem solving.

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-600 Independent Study and Research in Curriculum, Instruction and Supervision

1-3 credits

Course content varies with academic research interests of students who wish to engage in independent study related to the overall content of curriculum, instruction and/or supervision.

Early Childhood Education (ECED)

ECED-507 Emergent Literacy P-3

(3 credits)

Examines perspectives on literacy acquisition including the social-constructivist perspective. Examines the processes of comprehension and composition through the language systems for written language: the grapho-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 foster-

ing 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-540 Developmental Methods and Materials in Early Childhood Education

3 credits

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

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 in 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.

Education (EDUC)

EDUC-500

Introduction to Research

3 credits

Introduces basic research and evaluation concepts for the purpose of facilitating reading of journal articles and communication with researchers. Designed for students in counseling business education, educational administration, and selected special students.

EDUC-501

Methods and Instruments of Research

3 credits

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

EDUC-502

History of Education

3 credits

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

EDUC-503

Philosophy of Education

3 credits

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

EDUC-511

Educational Foundations: Philosophical/Historical Perspectives

3 credits

Major thoughts and significant actions in American educational history from colonial times to the present. Synthesis and integration of philosophical and historical contributions to the evolution of America's

educational heritage for the purpose of understanding and appreciating current educational practices in proper perspective. Major emphasis on topical issues within the framework of their philosophical/historical backgrounds. Critical evaluations made of educational practices based on pragmatism, idealism, realism, existentialism. Students are encouraged to develop their own philosophy of education by preparing intermittent reports and term papers. Spring.

EDUC-515

Issues in American Schools and Society

3 credits

This course is designed to examine contemporary educational issues impacting on schools and to re-examine the purposes of schooling in a democratic society. Students will explore current and emerging policy issues and the demands for reform in schools and districts. Emphasis will be placed on identifying and developing politically feasible responses to policy issues and procedural problems facing educational leaders today. The role of the leader in promoting the development of a collaborative institutional culture and climate and the identification of best-practice strategies to involve community stakeholders in the development of policies and programs will be emphasized. Effective communication models for use within the school, district and greater community and the use of different media and technology formats will be examined and evaluated. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

EDUC-520

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 and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate or graduate student 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 basic assumptions that are shared by those who study language from a variety of perspectives.

EDUC-521

Teaching a Second Language

3 credits

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

EDUC-525

Introduction to Higher Education Administration

3 credits

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

EDUC-530

Introduction to Student Affairs in Higher Education

3 credits

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

EDUC-535

Legal and Ethical Issues in Higher Education

3 credits

This course discusses the fundamentals of American law that directly and indirectly affect the environment of higher education. Students will use diverse sources of law to understand the many different ways laws, code and common law affect the life of an higher education administrator. Ethical

issues will be explored in relationship to critical issues in higher education such as admissions, affirmative action, dismissal procedures, academic honesty, and student loans.

EDUC-540 **Planning, Budgeting and Program Evaluation in Higher Education**

3 credits

This course discusses the history, evolution, theory and practice of strategic planning in higher education. Students will apply strategic planning techniques to budget development. Students will appreciate the contextual influences of the modern society on planning and budgeting. Students will integrate strategic planning and budgeting with institutional research and apply it to organizational improvement in a college or university.

EDUC-550-559 **Selected Topics in Higher Education**

3 credits

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

EDUC-560 **Educating and Evaluating the Bilingual Child**

3 credits

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

Educational Administration (EDAD)

EDAD-501 **Educational Leadership and Organizational Theory**

3 credits

This introductory course will provide leadership candidates with a framework for understanding the complexity of organizational behavior in an educational setting. Theories and issues in the technical core of teaching and learning, educational governance, leadership, communication patterns, decision-making, school culture, organizational problem solving and school change will be presented, examined and applied through a series of case studies and student initiated inquiry/research projects and presentations. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

EDAD-505 **Supervisor/Teacher Leadership for Improved Instruction and Student Learning**

3 credits

This course will explore the supervisory and evaluation practices in K-12 settings by examining and identifying the relationships among collegiality and collaboration, educational leadership, and the improvement of instruction. This course will emphasize the development of practical observation skills and approaches and the development of appropriate professional growth plans to enhance staff performance and bring about increased student learning. Multi-track evaluation programs will be examined as well as an analysis of current observation and supervisory approaches used in school districts. Participants in the course will develop a personal supervisory platform. This course will emphasize the development of collaborative and clinical supervision approaches as well as communication skills and interpersonal qualities of the effective supervisor. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

EDAD-507 **Education and the Law**

3 credits

This course will address legal issues and requirements confronting educational leaders in school settings. Students will be introduced to varied legal requirements that pertain to educational settings. Legal concepts and issues, and policies and procedures relating to students, parents, teachers and administrators, the board of education, and the community will be introduced and examined. Some of the topics referenced will include: regulations and the key concepts in the Individuals with Disabilities Education Act and the Americans with Disabilities Act; No Child Left Behind legislation; church-state issues; free-speech rights of students, teachers and extracurricular groups; curriculum development and implementation; rules governing student and staff conduct; creating and maintaining a safe school environment; child abuse; search and seizure procedures; affirmative action requirements; and, due process procedures. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

EDAD-508 **Leadership in School Business Administration**

3 credits

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

food services, transportation, and facility operations; supply management and facility maintenance; and temporary financial investments. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

EDAD-509
School Financial Management and Accounting
 3 credits

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

EDAD-510
Seminar and Practicum in Supervision and Teacher Leadership
 3 credits

This course requires the student to self-assess supervisory leadership strengths for the purpose of establishing an agenda for an extensive site-based internship. The internship agenda is guided by national leadership standards that ensure a comprehensive exposure to supervisory responsibilities. Students deepen their understanding of supervisory theory and best practice and apply this knowledge to the development and refinement of a personal leadership platform. Considerable attention is placed on understanding the ethical basis of supervisory practice. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council. Prerequisites: CURR-531, CURR-532 or CURR-538, and EDAD-505.

EDAD-511
Group Process in Supervision for Creative Change and Collaboration in Schools
 3 credits

This course will apply theory and research to the supervisory function of developing group capacity in educational settings. Students will identify group process “best practices” to be modeled by educational leaders. Candidates will develop and refine techniques, strategies, and personal skills facilitating the development of helping and caring relationships with faculty and staff, while promoting interactive communication with stakeholders concerned with improving teaching and learning. Students will demonstrate effective supervisory behaviors in class sessions and simulations that represent daily challenges and opportunities present in school settings. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council. Prerequisite: EDAD-505.

EDAD-512
School Facility Planning and Development
 3 credits

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

EDAD-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 will develop the skills needed by educational leaders at all levels to interpret, use, and apply statistical concepts and research methodologies in critical administrative and supervisory functions. Statistical methodology will be used to further understanding of different research strategies. Students will interpret data and make informed decisions regarding the frameworks, implementation, and evaluation of instructional programs and practices designed to improve teaching and learning in school, district, and national settings. Course activities and field work will include: scenario and case study analyses; the use of critical friends' discussion groups; the application and use of different technologies and software programs; and, the identification of appropriate problem solving and resolution strategies. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council. Prerequisites: EDAD-501 and EDAD-514.

EDAD-591 Seminar/Practicum in Educational Leadership

3 credits

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

EDAD-592 Seminar/Practicum in Educational Leadership

3 credits

This is the second of the "capstone" internship course sequence that coincides with the school-year calendar and is taken during the spring semester. In combination with EDAD-591, the course meets New Jersey Department of Education requirements for an extended administrative internship in the schools. Students will continue pursuing field-based internship projects initiated in EDAD-591 in collaboration with a site mentor and the course instructor. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate

School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council. Enrollment by permission of instructor. Prerequisite: EDAD-591.

EDAD-600 Independent Study and Research in Educational Administration

1-3 credits

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

Educational Psychology (EDPS)

EDPS-502 Psychological Development of the Child and Adolescent

3 credits

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

EDPS-503 Human Growth and Development

3 credits

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

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

3 credits

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

EDPS-507**Advanced Educational Psychology****3 credits**

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

EDPS-508**Cognitive Processes and Learning****3 credits**

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

EDPS-509**Assessment and Intervention III: Psychological Assessment & 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 of Behavioral and Social-Emotional Needs****3 credits**

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

EDPS-512**Psychology of Exceptionality****3 credits**

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

EDPS-513**Professional Practice of School Psychology: Issues and Historical, Ethical, and Legal Considerations****3 credits**

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

EDPS-514**Assessment and Intervention I: Standardized Measures of Academics and Behavior****3 credits**

This course will increase students' understanding of the standardized assessment process, measurement issues, psychometric properties of assessment instruments, and the role of these instruments in informing academic, behavioral, and social-emotional interventions.

EDPS-515**Assessment and Intervention II: Curriculum-Based Measures****3 credits**

This course will build upon students' knowledge and skills in individual-referenced assessment based upon the standards and general curriculum. Students will be able to design, administer, score, and interpret curriculum-based assessment and link these data to intervention.

EDPS-520**Measurement, Tests and Assessments in Counseling/School Psychology****3 credits**

The first course in a two-course sequence on measurement and research. It will develop the ability to calculate descriptive statistics, and administer, evaluate and interpret assessment instruments commonly used in the counseling profession. Topics include descriptive statistics, reliability and validity, social and ethical considerations in testing, the appropriate selection and usage of standardized tests, and the communication of their results. Computer literacy is required in this course.

EDPS-521**Statistics and Quantitative Data Analysis****3 credits**

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

EDPS-535**Biological Basis of Behavior****3 credits**

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

EDPS-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
Interventions for Children and Adolescents with Special Needs

3 credits

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

EDPS-581
Practicum in 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 data-based 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 Study and Research in School Psychology

1-3 credits

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

Educational Sociology (EDSO)

EDSO-501
Foundations of School Counseling: Referral Sources for Clients and Students with Special Needs

3 credits

Addresses community social services available to clients and special needs students. Reviews principles and methods utilized by social agencies. Representatives of various community agencies are invited to discuss the role and function of the agencies they represent. Students visit various community agencies and report on their work.

EDSO-510
Sociological and Cultural Foundations of Education

3 credits

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

Graduate-Level Teacher Preparation (GLTP)

GLTP-500
Conceptual Frameworks for Teaching and Learning

3 credits

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

GLTP-502
Curriculum and Instruction in Reading/ Language Arts: Early Literacy

3 credits

Current strategies for teaching beginning learners vocabulary, comprehension, composition, and language study. Pedagogy for all learners, ranging from gifted to diverse learners. How to manage literacy instruction through content

areas in general education in preschool and primary grades. Prerequisite: GLTP-500.

GLTP-503
**Curriculum and Instruction in Reading/
 Language Arts: Literacy and Learning
 in Content Areas**

3 credits

Current strategies for providing instruction in vocabulary, comprehension, composition and language study in content areas in upper elementary grades through high school. Pedagogy for all learners, ranging from gifted to diverse learners in general education. Prerequisite: GLTP-500.

GLTP-504
**Teaching English Language Arts
 in Secondary Schools**

3 credits

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

GLTP-505
**Teaching Social Studies
 in Secondary Schools**

3 credits

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

GLTP-506
Teaching Science in Secondary Schools

3 credits

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

GLTP-507
**Teaching Mathematics
 in Secondary Schools**

3 credits

The critical analysis of the aims of teaching mathematics in the secondary school; review of recent research in the content and teaching of mathematics by individuals and groups;

demonstration lessons (reflective teaching) to illustrate techniques of teaching; the planning of lessons; selection and organization of materials and subject matter; and evaluation of lesson presentation. Prerequisite: GLTP-520.

GLTP-510
**Curriculum and Teaching in the
 Elementary School I: Mathematics**

3 credits

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

GLTP-515
**Curriculum and Teaching in the
 Elementary School II: Science, Social
 Studies and the Arts**

3 credits

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

GLTP-520
**Curriculum and Teaching in
 Middle/Secondary Schools**

3 credits

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

GLTP-570
Seminar and Internship in Teaching

9 credits

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

GLTP-571
Supervised Practicum in Teaching

3 credits

This practicum is a condensed version of the Internship in Teaching. It is 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 six weeks of full-time, supervised daily participation in a school setting. After a brief period of orientation to the school and classroom, the intern assumes a full load of teaching responsibility at the school. The experience finetunes the teaching abilities of interns and enables them to demonstrate competence in the specialty for which they seek certification. Prerequisite: Permission of instructor.

Organizational Leadership (LEAD)

LEAD-500
**Introduction to Organizational
 Leadership**

3 credits

This course will introduce students to classical and current views of leadership and to the process of graduate-level scholarship. Students will gain foundational knowledge in the theories and models of leadership, will assess their own leadership style, and will learn to develop and answer research questions in leadership studies. They will be asked to apply this knowledge to analyze and address leadership issues within organizations 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 pres-

ence of various approaches to organizational communication and communication processes in organizations in which they work, study, or volunteer and evaluate their effectiveness. Students will ask questions that can be answered by systematic research in academic and professional/practitioner organizational communication literature, demonstrating information literacy skills. Prerequisite: LEAD-500 or concurrent with LEAD-500.

LEAD-530 **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 leadership will guide both the understanding and practice of leading people and managing relationships. Prerequisite: LEAD-500 or concurrent with LEAD-500.

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

LEAD-550 **Organizational Research**

3 credits

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

LEAD-551-559 **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. Prerequisite: LEAD-500 or concurrent with LEAD-500.

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 and 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**

1-3 credits

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

Communication (COMM)

COMM-560 **Communication Issues for Leaders**

3 credits

This course 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

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

COMM-564 **Communication and Diversity in the Workplace**

3 credits

The culture of work, like society, is multicultural. More than ever, today's organizational leaders, including CEOs, managers and supervisors, must understand how to use diversity and cultural communication principles and strategies to effectively nurture and promote a

culturally diverse workforce. This course helps organizational leaders understand how gender, ethnic, religious, and other social and cultural differences affect the workplace, and how to effectively harness those differences towards maintaining a workplace that promotes good employee relationship, and ultimately, good productivity for the organization.

COMM-565
Relational Communication:
Interpersonal, Group, and
Intercultural Dynamics
3 credits

This course will introduce students in the Master of Arts in Organizational Leadership (MAOL) program 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.

Probation and Parole Counseling
(PPCS)

PPCS-501
Sociology and Psychology of
Crime and Delinquency
3 credits

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

PPCS-510
Seminar in Probation and
Parole Counseling Services
3 credits

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

Reading/Language Arts (READ)

READ-501
Psychology and Pedagogy of the
Reading/Language Arts Process
3 credits

Studies the communication process from a componential point of view, including language acquisition and development, perception, comprehension and cognition, composition, and language systems. A review of the literature in each area as well as a survey of models of reading and language is included.

READ-502
Curriculum, Instruction and Supervi-
sion in Reading/Language Arts
(For Reading/Language Arts Majors)
3 credits

Reading and literacy pedagogy for ALL learners, gifted, average, and diverse learners is the course content. Current strategies for teaching comprehension, composition, vocabulary, language study, and independence skills are learned in a workshop setting. How to manage literacy instruction through content areas for all aged children in mainstream classrooms is studied. Parent education and inservice training are also included in course content. Selected observations of activities in the Center for Reading and Writing is a requirement.

READ-503
Content Reading in High School,
College, and Continuing Education
3 credits

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

READ-504
Diagnosis of Reading/Language
Abilities and Disabilities: Seminar
and Supervised Practicum
3 credits

Studies reading/language arts abilities and disabilities and standardized and informal tests. Observational techniques and diagnostic teaching for assessment are stressed. Students work with clients in the Rider Center for Reading and Writing and write case studies, as well as direct a parent conference. Students will work on campus with children two

hours a week for eight weeks in addition to scheduled seminar meetings. Prerequisites: READ-505 and EDPS-506.

READ-505
Supervised Practicum in
Reading/Language Arts
3 credits

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

READ-508
Literacy and the Bilingual/
Bicultural Child
3 credits

Presents multidisciplinary and interdisciplinary perspectives on bilingual/bicultural children and their reading process. Strategies and materials for second language reading instruction are suggested and discussed.

READ-509
Advanced Supervised Practicum in
Reading/Language Arts
3 credits

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

READ-510
Foundations of Linguistics
and Psycholinguistics
3 credits

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

READ-511
Research into and Survey of Literature for Children

3 credits

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

READ-512
Adolescent Literature

3 credits

Literature for the young adult in a changing society is covered. Survey and how to use literature to teach literacy skills in all content areas is a focus. Popular young adult authors are explored.

READ-513
Managing an Integrated Language Arts Program in the Mainstream Classroom for ALL Learners

1 credit

Students learn in one week, first hand at the Center for Reading and Writing, how to organize personalized instruction within the context of a portfolio-based mainstream classroom. Teachers will be taught by a child between the ages of six and 16, how the management system works with ALL types of learners.

READ-514
Portfolio Assessment in the Integrated Language Arts Classroom

1 credit

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

READ-515
Special Topics in Literacy III

1 credit

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

READ-517
Teaching a Second Language

3 credit

Focuses on standard and innovative methods of teaching language skills, as well as cross-cultural understanding. Includes theoretical positions on language learning and teaching, the use of evaluation of instructional materials, the design of new materials, and field experiences on the language to be taught. Open to prospective foreign language, ESL, and practicing teachers desiring ESL certification.

READ-518
Social and Cultural Practices and Their Effects on Learning in School

3 credit

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 the customs are practiced. This is one of three courses, which provides credit toward the ESL certification for those who hold a master's degree and certificates as a reading specialist. {IRA/NCATE Standards TK; NJ Professional Standards for Teachers and School Leaders TK}.

READ-519
Using Composing 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 the 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. This is one of three courses, which provides credit toward the ESL certification for those who hold a masters degree and certificate as a reading specialist. {IRA/NCATE Standards TK; NJ Professional Standards for Teachers and School Leaders TK}.

READ-600
Independent Study and Research in Reading/Language Arts

1-3 credits

Course content is designed specifically to meet specific academic needs or interests of students who wish to engage in independent study related to literacy education.

Special Education (SPED)

SPED-504
Assistive and Augmentative Technology

3 credits

This course will emphasize the use of 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.

SPED-512
Psychology of Exceptionality

3 credits

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

SPED-514
Positive Behavior Support

3 credits

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

SPED-523
Inclusive Educational Practices

3 credits

This course will emphasize planning and instructional strategies that maximize the learning of all students including those with exceptional learning needs in the general education classroom. Students will consider their role as curriculum makers and how to effectively plan a course, a unit, and a lesson

for a wide array of diverse learners. The organization of the learning environment also will be discussed so as to guide learning. Teaching methods that enhance content for all learners and the design of learning strategies to help students learn how to learn will be introduced. An experience in the field will enable students to apply knowledge in a realistic classroom setting. Prerequisites: SPED-512 and SPED-514.

SPED-525
Transition to Adult Life
 3 credits

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

SPED-531
Assessment for Instruction in Special Education
 3 credits

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

SPED-535
Instructional Practices for Students with Severe Disabilities
 3 credits

The course will provide students with the knowledge and skills needed to provide systematic, individualized instruction to students with moderate to severe disabilities. Knowledge and training in the use of task analysis, prompting hierarchies, discrete trials, systematic instructional plans and routines will be

offered across all domains of a life skills curriculum. Based upon a student's assessment data, students will be able to develop an appropriate individual educational plan with specific goals and objectives. In addition, strategies to modify and/or adapt goals to provide instruction in an inclusive setting will be explored. An experience in the field will enable students to apply knowledge in a realistic classroom setting. Prerequisite: SPED-531.

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

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

SPED-540
Seminar in Collaboration, Consultation, and the Inclusive Classroom
 3 credits

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

SPED-542
Literacy and Students with Special Needs
 3 credits

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

SPED-580
Supervised Internship in Special Education
 3 credits

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

SPED-590
Seminar and Practicum in Special Education
 3 credits

This course addresses the current issues in the field of special education. Students will identify these issues through directed readings and through a direct, supervised field experience. Students will need to document a minimum of 100 hours in a field setting. The instructor will provide group supervision in the weekly seminars. Students also will obtain experience developing and delivering a professional presentation on a current issue in the field. Prerequisites: Completion of all program courses and permission of instructor.

SPED-600
Independent Study and Research in Special Education
 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.



Liberal Arts and Sciences

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 10 psychology courses and a required field placement experience over two semesters. The supervised practicum must be at a pre-approved site.

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

Core Curriculum – required of all students (24 credits)

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

Electives – choose two (6 credits)

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

Practicum Requirement – two semesters required of all students

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

Course Descriptions

PSY-512 **Introduction to Applied Behavior Analysis** 3 credits

This course provides an introduction to the major tenets of applied behavior analysis. Of interest will be the basic tenets of applied behavior analysis, the theoretical foundation of applied behavior analysis, and an introduction to the range of problems that can be addressed with behavioral interventions. This course is the introduction to the Master's degree in Applied Psychology: Applied Behavior Analysis and is required of all subsequent courses in the curriculum.

PSY-513 **Observational Methods and Functional Assessment** 3 credits

This course provides an introduction to the tools and techniques used by behavior analysts to record behavior. Students will learn to operationally define behaviors, graphically depict behavior, identify functional relationships and set behavioral goals. This is the first of a two-course sequence in research methods required in the MA in Applied Psychology.

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. Prerequisite: PSY-513 Observational Methods and Functional Assessment.

PSY-516 **Creating Effective and Ethical Behavior Intervention** 3 credits

Students will be introduced to the process of selecting effective behavior analytic interventions within an ethical framework. Students will practice selecting goals and devising interventions for specific clients based on case studies and videotaped examples. Furthermore, students will practice applying the conduct guidelines presented by the Behavior Analyst Certification Board and will use these guidelines to solve sample ethical dilemmas. Prerequisite: PSY-512 Introduction to Applied Behavior Analysis.

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. Prerequisite: PSY-512 Introduction to Applied Behavior Analysis.

PSY-535 **Language Assessment and Interventions** 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. Prerequisite: PSY-512 Introduction to Applied Behavior Analysis.

PSY-536 **Social Skills Assessment and Interventions** 3 credits

Students will be introduced to the development of social skills and the identification 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. Prerequisite: PSY-512 Introduction to Applied Behavior Analysis.

PSY-590 **Practicum 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 pre-approved 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.

All students will complete six credits of supervised practicum experience. Each practicum will be conducted at an approved site, and will include both supervised hours on-site and a classroom component meeting weekly.



Procedures and Policies

Procedures and Policies

The information in this chapter pertains to the graduate programs in business administration and education, leadership, and counseling. For complete information, including application procedures and degree requirements, consult the relevant graduate program chapter. Information about the graduate program at Westminster Choir College may be found in the Westminster Choir College academic catalog.

General Information

Time Limitation

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

Course Load in Graduate Business

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

Course Load in Graduate Education

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

General Requirements

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

Registration

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

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

Graduate students enrolled in education, leadership, and counseling receive registration information via mail, but they are strongly encouraged to meet with advisors to select courses and develop plans for future study.

Academic Policies

Attendance

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

Adding, Dropping and Withdrawing from Courses

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

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

Grades and Transcript Notations

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

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

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

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

Other designations are as follows:

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

Policy for Grade of Incomplete

Students who, as a result of extenuating circumstances, are unable to complete the required work of a course within the normal time limits for the term may request an extension of time from the faculty member. Such extensions of time should be granted only in cases in which illness or other serious emergency has prevented the student from completing the course requirements or from taking a final examination. The request for extension of time must be made prior to the last scheduled class meeting except in those unusual situations in which prior notification is not possible. The faculty member shall determine whether or not to grant the request for a time extension and the type of verification (if any) required to support the request. The faculty member shall specify the time, up to four weeks from the last date of the term, by which work must be completed by the student. If the faculty member agrees to the request, the notation "I" (incomplete) is submitted on the grade roll. In those situations where the faculty member has not received a request for an extension of time, the notation "I" (incomplete) may be submitted on the grade roll by the faculty member when, in his or her judgment, such a determination appears justified. Upon submission of completed required work, the faculty member will submit a change-of-grade form to the registrar.

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

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

Interruption of Studies

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

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

Expenses

Typical graduate expenses for the 2011–2012 academic year are estimated as follows:

Graduate Tuition:

Tuition fee (per 3-credit course):

Business Administration	\$2,520
Graduate Education and Leadership Programs (exc. Counseling)	\$1,860
Counseling Programs	\$2,010
Audit fee (per course)	\$240
Student teaching fee	\$245
Technology fee	\$35/course

Other Fees:

Application fee (nonrefundable)	\$50
Readmission fee (nonrefundable)	\$30
I.D. card replacement fee	\$30
Deferred payment plan fee	\$25
Late payment fee deferred plan	\$25
Proficiency examination (per examination)	\$30
Enrollment clearance fee	\$50
Late tuition payment - full-time students	\$250
Late tuition payment - part-time students	\$50
Enrollment reinstatement	\$100
Dishonored check fee, first time*	\$30
Dishonored check fee, after first time	\$50

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

The fees and charges set forth herein are subject to adjustment at any time. Questions regarding rates and fees should be directed to the bursar's office.

Terms of Payment

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

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

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

Deferred Payment Plan

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

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

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

Financial Obligations

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

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

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

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

Refunds

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

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

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

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

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

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

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

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

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

Financial Aid

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

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

Personal Policies

Protection of Personal Privacy

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

- Rider may release the following information without written permission from the student: fact of enrollment, dates of enrollment, degree candidacy, degree awarded, and major field.
- Rider may release the following information unless the student has requested in writing that the information not be released: name, home and local address, and home and local telephone number.

No other information concerning an individual will be released without the written permission of that person.

Harassment

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

Sexual Harassment

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

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

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

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

Student Conduct Policy

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

Compensation for Performances

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

Notes



Campus and Facilities

Campus and Facilities

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

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

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

The University Libraries

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

Lawrenceville Campus

The Moore Library collection includes a wide variety of materials to meet a broad range of learning styles. Access to more than 450,000 print volumes, 616,000 microform volumes, more than 35,000 periodical titles in a mix of print and electronic formats, and a wide variety of electronic research tools make up the library. Housed in the Franklin F. Moore Library, these resources are available to students, faculty, staff, and visiting researchers.

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

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

More than 1,000 current periodicals in paper formats are attractively displayed, along with a large selection of current newspapers.

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

Moore Library, in conjunction with the Office of Information Technology (OIT), provides a 33-seat student computer lab. The Library also hosts the OIT Help Desk.

An extended hours study lounge at the entrance to the Moore Library provides comfortable late night study venue, as well as additional food friendly study space throughout the regular daytime hours.

Princeton Campus

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

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

Talbott Library shares in Rider University's online library system, available on the Web (<http://library.rider.edu>). An on-going project

includes entering data for extensive choral music holdings into the international choral music databases, Musica (www.MusicaNet.org).

Bart Luedeke Center

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

On the main floor are the campus information desk, a 370-seat theater, the Cavalla Room (a multipurpose room adjacent to a terrace), and the Commuter Lounge. The remainder of the floor houses some of the major student organizations in newly renovated offices – the Student Government Association, the Residence Hall Association, the Association of Commuter Students, the Student Entertainment Council, the Interfraternity Council, the Panhellenic Council, and the Intercultural Greek Council. Also located on the main floor of the Bart Luedeke Center is the Dean of Students office along with many student affairs offices, including the Office of Campus Life, Multicultural Affairs and Community Service, the Office of Residence Life, the Office of Greek Life, the Office of Community Standards, and the photo I.D. room. These groups are all housed together in the Student Affairs Suite. The Center for International Education is also on the main level.

The University Art Gallery is located on the top floor of the Bart Luedeke Center. The Office of Financial Aid, the Bursar, and the cashier's office are also found on the top floor. The Career Services Center and Student Success Center are housed here, along with the Fireside Lounge (Room 245) and Meeting Room (Room 257).

Rider University Store

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

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

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

Office of Information Technologies

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

in the use of both equipment and software.

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

Department of Public Safety

Lawrenceville Campus Emergency 896-7777

Lawrenceville Campus Office, West House 896-5029

Westminster Choir College Emergency 896-7777

Westminster Choir College Office, Bristol Chapel ground floor 921-7100, ext. 8315

The Department of Public Safety is open 24 hours a day, 365 days a year. The Department of Public Safety enforces parking regulations for traffic safety and general access. Some of the other services provided by the department include: campus patrol; student escort services; life and safety checks; emergency medical services; alternate telephone switchboard operation; investigation of serious incidents; building security; Operation Identification; information provision; crime and fire prevention programs; and special duties at public affairs.

Career Services

The Office of Career Services, located in the Bart Luedeke Center, (Suite 237) serves students in several ways. Through individual counseling, small group sessions, the career services Web site and assistance in the career resource library, this office seeks to help students gather realistic information on which to base curricular choices and to begin making career decisions. Current information on specific occupations as well as general information on choosing a career field and job hunting is maintained online at www.rider.edu/careerservices and in the career resource library. Early attention to realistic career alternatives and requirements can often prove helpful in planning satisfactory college programs.

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

The Career Services Office assists students in planning their search for suitable employment. Our new Web-based service, Broncs career link, allows students to maintain an online personal calendar; search jobs, internships and externships; upload multiple resumes, cover letters, and other employment related documents; search for on-campus interviews; view and RSVP for career events; submit resumes to employers prior to career fairs, and much more. On-campus interviews are scheduled for seniors with representatives from the corporate world, not for profit, education and government. Recruiting interviews are held in the fall and spring. Assistance is available in preparing resumes and cover letters. Students are urged to gather references from faculty members at several points during their college careers. The office is open daily Monday through Thursday, 8:30 a.m. to 5 p.m. Evening appointments are scheduled upon request.

Parking and Vehicle Regulations

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

Hours of Operation

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

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

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

Cancellation of Classes

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

A notice will also be sent via the Rider Alert Emergency Notification System. You may sign up for Rider Alert on Rider's homepage, www.rider.edu.



Directories

Directories

Board of Trustees

Howard B. Stoeckel '67 (*Chair*)
President and CEO, Wawa, Inc.

Gary L. Shapiro '72 (*Vice Chair*)
Principal, Tropico Management, LP

Mika L. Ryan (*Secretary*)
President and CEO, Mercer County
Sports & Entertainment Commission

Mordechai Rozanski (*ex officio*)
President, Rider University

Ralph Anderson Jr. '81
Partner, Lexington Capital Management, LLC

Alberto Baptiste '80
Senior Vice President, Complex Accounting and
Administration Group

Nancy Becker
Retired, Founder and President,
Nancy H. Becker Associates

Robert Christie '76
President and CEO, 3E Company

Gregory A. Church '78, '82
Private Investor

Mark C. DeMareo WCC '78
Interim Superintendent of Schools,
Lakehurst Board of Education

Bruce DiDonato '76
President, Campus Eye Laser
and Surgery Centers, Inc.

Bonnie S. Dimun '67, '71
Executive Director, Museum at Eldridge Street

Molly O'Neil Frank
Chorus Soprano, Musica Viva, Inc.

Harry T. Gamble '52
Retired Coordinator of Football Operations
and Club Relations, National Football League

Ernestine (Mickey) Lazenby Gast '68
Referral Sales Associate,
Prudential Fox & Roach

Michael J. Hennessy '82
Chairman/CEO,
Michael J. Hennessy and Associates, Inc.

The Honorable Peter Inverso '60
President, Roma Bank

Michael B. Kennedy '72, '75
Former Partner, PFS National Practice Leader,
PricewaterhouseCoopers, LLP

Thomas J. Lynch '75
CEO, Tyco Electronics

Thomas Marino '69
Chief Executive Officer, J.H. Cohn LLP

Terry K. McEwen '98
Former Director, Department of Banking and
Insurance, State of New Jersey

Donald Monks '70
Former Vice Chairman and
Chief Administrative Officer,
The Bank of New York Mellon Corporation

Eli Mordechai '90
CEO, Medical Diagnostic Laboratories, LLC

Gerry Nagy
Retired Vice President – Taxes, Solomon Inc.

Christopher Nikolich '92
Head, Research and Investment Design,
AllianceBernstein Defined Contributions
Investments

Lewis Pepperman
Firm Co-Managing Director,
Stark & Stark, Attorneys at Law

Gary Pruden '83
Company Group Chairman, Ethicon

Carl Reichel '81
Former President, Pharmaceuticals,
Warner Chilcott

William M. Rue '69
President, Rue Insurance Company

Ashok B. Shah
Managing Partner, CEPS Consulting, LLC

Arthur J. Stainman '65
Senior Managing Director,
First Manhattan Company

Emeriti, Board of Trustees

Charles E. Altmeyer
Retired President, Tec Tran Corporation

William J. Baumol
Department of Economics, Princeton University

Dr. James E. Carnes
Retired President and CEO, Sarnoff Corporation

Frank N. Elliott
Retired President, Rider University

John P. Hall
Retired Vice President, Johnson & Johnson

Paul J. Hanna
Former CEO, GEICO

Elsie Hillman WCC '45
Republican Future Fund

Frank J. Hoene Meyer
Retired Vice Chairman,
The Prudential Insurance Corporation

Marcia G. Kjeldsen '66
Former Director of Recruitment, J. Crew Inc.

J. Barton Luedeke
Retired President, Rider University

John D. Wallace
Former President, NJ National Bank

Robert L. Willis '63
President, Eastern Highway Corporation

Richard Wines
Former President, Capital Consultants of Princeton

Administration

Senior Administration

Mordechai Rozanski, Ph.D., President

Julie A. Karns, B.A., C.P.A., Vice President for
Finance and Treasurer

Jonathan D. Meer, B.A., Vice President for
University Advancement and Secretary

James P. O'Hara, B.A., Vice President for
Enrollment Management

Donald A. Steven, Ph.D., Provost and
Vice President for Academic Affairs

Emeriti, Administration

Walter A. Brower, Ed.D., Dean Emeritus
of the School of Education

John H. Carpenter, Ph.D., Dean Emeritus
of the College of Continuing Studies

Earl L. Davis, B.A., Director Emeritus
of Admissions and Financial Aid

Frank N. Elliott, Ph.D., President Emeritus

Phyllis Frakt, Ph.D., Vice President Emerita
of Academic Affairs and Provost

George W. Hess, M.B.A., Vice President
Emeritus for Finance and Controller

J. Barton Luedeke, Ph.D., President Emeritus

Joseph E. Nadeau, Ph.D., Dean Emeritus of the Col-
lege of Liberal Arts, Education, and Sciences

Christina B. Petruska, B.A., Vice President Emerita
for Institutional Planning

Mark Sandberg, Ph.D., Dean Emeritus of
the College of Business Administration

OFFICE OF THE PRESIDENT

Mordechai Rozanski, Ph.D., President

Debora Z. Stasolla, M.B.A., Associate Vice President
for Planning

Christine Zelenak, M.A., Director of the
Office of the President and Executive Assistant
to the President

Beverly Braddock, B.S., Special Events and Projects
Manager

Ann DiFranchi, B.S., Secretary to the President

Department of Public Safety

Vickie Weaver, M.A., Director of Public Safety

Frank Scharibone, Public Safety Coordinator

James J. Flatley, B.S., Captain

Institutional Analysis and Registrar

Ronald M. Walker, M.B.A., Associate Vice
President for Institutional Analysis

Susan Stefanick, M.A., Registrar

Li Jin, M.S., Associate Registrar

Mary Beth Consiglio, B.S., Assistant Registrar

Eileen S. Gurwitz, M.B.A., Assistant Director

Athletics

Donald Harnum, M.S., Director of Athletics

Karin Torchia, M.S., Associate Director of Athletics for External Operations and Development/Senior Woman Administrator

Gregory Busch, B.A., Associate Director of Athletics for Internal Operations and Compliance

Sonya Hurt, M.A., Academic Coordinator

Brian Keane, B.A., Assistant Director of Athletics for Operations and Facilities

Anthony M. Focht, B.A., Sports Information Director

Brian Solomon, B.S., Assistant Sports Information Director

Gerard K. Green, M.B.A., Strength and Conditioning Coordinator

Kelly Bidle, Ph.D., Faculty Athletics Representative

Lucy Sech, Manager of Athletics Business Operations

TBA, Coordinator of Athletics Operations

ACADEMIC AFFAIRS

Donald A. Steven, Ph.D., Provost and Vice President for Academic Affairs

James O. Castagnera, J.D., Ph.D., Associate Provost and Associate Counsel for Academic Affairs

Ronald M. Walker, M.B.A., Associate Vice President for Institutional Analysis

Kathleen M. Browne, Ph.D., Assistant Provost and Academic Director of the Teaching and Learning Center

Patricia M. Lutz, B.A., Executive Assistant to the Provost and Vice President for Academic Affairs

College of Business Administration

Larry M. Newman, Ph.D., Dean, College of Business Administration and Executive Director, EXCEED

Steve Lorenzet, Ph.D., Associate Dean for Undergraduate Studies

John Farrell, M.B.A., Assistant Dean for Graduate Studies and Director of the Center for Leadership Skills (CDLS)

Stacy Fischler Parrado, M.B.A., Assistant Dean for Administration

Jaime Hall, M.B.A., Academic Coordinator for Undergraduate Programs

Heather McMichael, M.B.A., Academic Coordinator for Graduate Studies

Diane Bednarski, Assistant to the Dean

Diana Cook, Executive Secretary to the Dean

John Donovan, Ph.D., Chair of the Department of Management and Human Resources, Entrepreneurial Studies and Strategy

Lauren Eder, Ph.D., Chair of the Department of Computer Information Systems and Management Sciences

Margaret O'Reilly-Allen, Ph.D., Chair of the Department of Accounting

Maury Randall, Ph.D., Chair of the Department of Finance and Economics

Ira Spotzter, Ph.D., Chair of the Department of Marketing, Advertising and Legal Studies and Director of the Business Honors Program

William Amadio, Ph.D., Director of the Center for Business Forensics

Ronald Cook, Ph.D., Director of the Center for Entrepreneurial Studies and Director of the Entrepreneurial Studies Program

Sigfredo Hernandez, Ph.D., Director of the Mind-ing Our Business Program

Mark Kasrel, M.A., Director of Corporate Outreach, EXCEED

Cynthia M. Newman, Ph.D., Director of Programs, EXCEED

Laura Seplaki, M.A., Associate Director for the Center for Development of Leadership Skills (CDLS) and Director of the Leadership Development Program

Paul Benchener, M.Div., Director of the EMBA Program

Anne Carroll, Ph.D., Academic Director of the MBA Program

Hope Corman, Ph.D., Director of the Health Administration Program

Susan Denbo, J.D., Director of the International Business Program

Tan Miller, Ph.D., Director of the Global Supply Chain Management Program

College of Continuing Studies

Boris Vilibic, M.B.A., Dean, College of Continuing Studies

Karen J. Crowell, B.A., Assistant Dean

Angela Gonzalez Walker, M.A., Assistant Dean

Christine DeFrehn, B.A., Academic Coordinator

College of Liberal Arts, Education, and Sciences

Patricia Mosto, Ph.D., Dean, College of Liberal Arts, Education, and Sciences

Sharon J. Sherman, Ed.D., Dean, School of Education

Jonathan H. Millen, Ph.D., Associate Dean for Liberal Arts

Laura Hyatt, Ph.D., Associate Dean for Sciences

Barbara H. Fruscione, B.S., Assistant Dean for Education

Theresa E. Lesko, B.A., Assistant to the Dean

Terri Marriott, M.A., Senior Academic Coordinator, School of Education

Teresa M. Podgorski, Ed.M., Academic Coordinator, School of Education

Jonathan Karp, Ph.D., Chair of the Department of Biology and Behavioral Neuroscience

Alexander Grushow, Ph.D., Chair of the Department of Chemistry, Biochemistry and Physics

Pamela A. Brown, Ph.D., Chair of the Department of Communication and Journalism

Seiwoong Oh, Ph.D., Chair of the Department of English

Mary L. Poteau-Tralie, Ph.D., Chair of the Department of Foreign Languages and Literatures

Jonathan M. Husch, Ph.D., Chair of the Department of Geological, Environmental, and Marine Sciences

Anne R. Osborne, Ph.D., Chair of the Department of History

Ciprian Borcea, Ph.D., Chair of the Department of Mathematics

Robert C. Good, Ph.D., Chair of the Department of Philosophy

Jonathan Mendilow, Ph.D., Chair of the Department of Political Science

Anne L. Law, Ph.D., Chair of the Department of Psychology

Barry E. Truchil, Ph.D., Chair of the Department of Sociology

Tamar Jacobson, Ph.D., Chair of the Department of Teacher Education

Leonard R. Goduto, Ed.D., Chair of the Department of Graduate Education, Leadership, and Counseling

John R. Sullivan Jr., Ph.D., Director of American Studies Program

Arlene F. Wilner, Ph.D., Director of the Baccalaureate Honors Program

Thomas Simonet, Ph.D., Director of the Area Studies Program

Kelly Noonan, Ph.D., Director of the Gender and Sexuality Studies Program

Frank Rusciano, Ph.D., Director of the Global Studies Program

David Dewberry, Ph.D., Director of the Law and Justice Program

Cynthia Lucia, Ph.D., Director of Film and Media Studies

Bosah Ebo, Ph.D., Director of the Multicultural Studies Program

Susan Mandel Glazer, Ed.D., Director of the Center for Reading and Writing

Phyllis Fantauzzo, M.A., Assistant Director of the Center for Reading and Writing and Senior Reading Clinician

Benjamin Dworkin, A.B.D., Director of The Rebovich Institute for New Jersey Politics

Nancy G. Westburg, Ph.D., Director of the Counseling Services Program

Suzanne Gespass, Acting Director of Field Placement, School of Education

C. Emmanuel Ahia, Ph.D., Director of the Educational Specialist in Counseling Services Program

Michelle Wilson Kamens, Ph.D., Director of the Special Education Program

Stefan C. Dombrowski, Ph.D., Director of the School Psychology Program

Don Ambrose, Ph.D., Director of the Graduate-Level Teacher Certification Program

Judith Fraivillig, Ph.D., Director of the Masters in Teaching Program

Joann Susko, Ed.D., Director of the Educational Leadership Program

Elizabeth Watson, Ed.D., Director of the Organizational Leadership Program

Suzanne Carbonaro, M.S., NCATE Assessment Coordinator

Westminster College of the Arts

Robert L. Annis, M.M., Dean Westminster College of the Arts and Dean/Director, Westminster Choir College

Marshall Onofrio, D.M.A., Associate Dean for Administration

Judy Kirschenbaum, B.A., Assistant to Dean and Director

Sara T. Rothman, B.F.A., Assistant to Dean for Special Projects

Elaine Drozd, A.A., Executive Secretary to the Dean

School of Fine and Performing Arts

Jerry E. Rife, Ph.D., B.A., Chair of the Department of Fine Arts

Westminster Choir College

Marjory Klein, M.M., Academic Coordinator

Annette R. Ransom, B.A., Assistant Registrar

Joe Miller, D.M.A., Director of Choral Activities and Chair of the Department of Conducting, Organ and Sacred Music

Al Holcomb, Ph.D., Chair of the Department of Music Education

Anthony Kosar, Ph.D., Chair of the Department of Music Composition, History and Theory

Margaret Cusack, M.M.T., Chair of the Department of Piano and Voice

Kenneth Cowan, M.M., Organ and Sacred Music Coordinator

Ingrid Clarfield, M.M., Piano Coordinator

Scott R. Hoerl, B.M., Executive Director of Westminster Conservatory and Continuing Education

Evelyn J. Thomas, Ed.M., Director of Academic Support Services and Coordinator of Educational Opportunity Program

Anne Sears, B.A., Director of External Affairs

James C. Moore, B.A., Director of Performance Management

Carren Klenke, M.M., Assistant Director of Performance Management and Box Office Coordinator

Jessica B. Franko, M.B.A., Manager of Creative Services

Barbara Swanda, B.A., Manager of Office of Continuing Education

Amy L. Pulchlopek, B.A., Production Coordinator

University Libraries

F. William Chickering, M.Ln., C.A.L., Dean of University Libraries

Janice Kucak, B.A., Executive Secretary to the Dean

Robert Congleton, M.L.S., Chair of the Moore Library Department, Lawrenceville

Mi-Hye Chyun, M.A., Chair of Talbott Library, Westminster Choir College

Darlena Dyton, Manager of Library Support Services

Andrew D'Apice, B.A., Evening Supervisor

Julia Telonidis, M.A./M.L.S., Archive Specialist

David M. Reynolds, M.B.A., Library Systems Administrator

Teaching and Learning Center

Kathleen M. Browne, Ph.D., Assistant Provost and Academic Director of the Teaching and Learning Center

Jean L. Kutcher, B.A., Administrative Director, Teaching and Learning Center and SELECT

Timothy McGee, Ph.D., Associate Director, Teaching and Learning Center

UNIVERSITY ADVANCEMENT

Jonathan D. Meer, B.A., Vice President for University Advancement

Diane Carter, A.A., Assistant to the Vice President for University Advancement

Alumni Relations

Natalie M. Pollard, M.A., Director of Alumni Relations

Shana McGlinchey, M.B.A., Associate Director of Alumni Relations

Lynn Schindel, B.A., Associate Director of Alumni Relations

Development

Karin Seidel-Klim, B.S., Acting Assistant Vice President for Development

Meaghan Crawford, B.A., Assistant Director for Scholarships and Stewardship

Karin Seidel-Klim, B.S., Director of Planned Giving

Alan Grossman, M.A.S., Associate Director of Major Gifts

Steven Spinner, B.A., Associate Director of Major Gifts, WCC

Doreen Blanc, Ph.D., Director of Corporate and Foundation Relations

Ilyndove Healy, M.S., Director of Annual Giving

Katharine Wadley, B.A.M., Associate Director of Annual Giving

Mary Workman, M.A., Assistant Director of Annual Giving

Barbara Jacobs, M.B.A., Director of Relationship Management and Research

Steven Rudenstein, B.A., Associate Director of Major Gifts for Athletics

Cynthia Kunnas, B.S.B.A., Prospect Research Associate

Advancement Services

Melissa Anderson, M.B.A., Director of Advancement Services

Karen Bognar, M.A., Associate Director of Advancement Services

Helen Jones, Manager of Gift and Record Processing

University Communications

Daniel Higgins, M.P.A., Executive Director of University Communications

Cathy Carter-Romero, A.A., Director of Publications and Creative Services

Sean Ramsden, B.A., Director of Editorial Services

Meaghan Haugh, M.A., Public Relations Writer

Lauren L. Adams, M.A., Manager of Electronic Communications

Peter G. Borg, A.A., University Photographer

Richard Losavio, B.F.A., Graphic Designer

FINANCE

Julie A. Karns, B.A., C.P.A., Vice President for Finance and Treasurer

William Roell, B.S., C.P.A., Senior Associate Vice President for Finance and Controller

Kiersten Ciocca, B.S., C.P.A., Associate Controller

Elaine M. Rafferty, A.A., Assistant to the Vice President for Finance

Helen I. Carroll, Executive Assistant to the Vice President for Finance

Facilities Management

Michael Reca, M.A., Associate Vice President Facilities Planning and Auxiliary Services

Phillip Voorhees, Assistant Vice President Construction and Renovation Services

James Zaleski, M.B.A. & B.M.E., Assistant Vice President Facilities Management Planning and Construction

Michael Maconi, B.A., Director of Facilities Operations

Darryl Blusnavage, M.A., Manager of Environmental Health and Safety

Melissa Greenberg, B.S., Sustainability Coordination Manager

Nancy Caplinger, Manager of Facilities Business Operations and Purchasing

Sam Suliamon, B.A., Manager of Academic/Public Building Operations

Steve Hitzel, Manager of Facilities Operations, Westminster Choir College, Princeton

Larry Toth, Manager of Grounds

Fred Porter, Manager of Resident and Mechanical Services

Information Technologies

Carol Kondrach, B.A., Associate Vice President for Information Technologies

Jeffrey Addo, B.S., Technical Support Specialist I

Pedro Alavardo, A.A., Help Desk Coordinator

Matt Baumbach, Senior Application Developer

Virginia Breza, B.A., Business Systems Analyst I

Michael N. Civitillo, Technical Support Specialist I

E. Rick Crossley, M.A., Manager, Database and Applications

Ana Devecka, Student Support Specialist

Tim Fairlie, Director

Linda Gold, B.S., Business Systems Analyst II

David J. Goldberg, Technical Support Specialist II

Shaun Holland, Instructional Technologist

Fred Housel, Network Technician

Theresa Hvisdock, B.A., Director, Planning and Consulting

Jonathan Jones, B.A., Associate Director, Media Services

Daniel Kwang, B.S., LAN Administrator

Michael Langley, Media Support Specialist II

Dayne Lewis, Media Support Specialist II

Christian Mackesy, Senior Business Systems Analyst

Thomas J. Painter, Media Support Specialist II

Susan C. Pierce, B.A., Manager, Voice Communications

Sandro Pirone, Senior Operation Specialist

Monica Pollich, M.S., Manager, Applications

Adam M. Schwartz, Assistant Director, Support Services

Robert B. Schwartz, Technical Support Specialist II

Paul C. Smith, Media Support Specialist I

Michele Sochalski, B.A., Budget Coordinator

Bruce Sommons, Applications Developer

Ricardo M. Stella, B.S., Associate Director

Andrew Stutzman, Associate Director

Peter Tamuzza, E-mail Administrator/Enterprise Apps

Matt Wade, B.A., Senior Media Support Specialist

Dave Weise, Systems Administrator

William Zimmer, M.A., Assistant Director, Business Analyst Lead

Joyce Zogott-Onsted, M.S., Associate Director

TBA, Project Coordinators

TBA, Senior Business Systems Analyst

TBA, Senior Business Systems Analyst

TBA, Applications Developer

Auxiliary Services

Karson Langenfelder, B.A., Director of Study Tours and Business Conferences

Danielle Phillips, B.A., Coordinator of Study Tours and Business Conferences

Susan Ansberry, B.A., Assistant Director of Study Tours and Business Conferences

Jill Shockley, M.A., Director of Internal Operations

Brittany Perkins, B.S., Coordinator of Event Operations

Mary Amato, M.A., Academic Coordinator

Disbursements

Debbie Farris, B.S., Director of Disbursements

Sherri Skuse, A.A., Assistant Director of Disbursements

Linda Allen, Accounts Payable Supervisor

Barbara Huff, Payroll Supervisor

General Accounting

Elizabeth McErlean, B.A., Director of Budget

Barry J. Sulzberg, B.B.A., Director of Cash Management

Michael Rutkowski, M.B.A., Grants Manager

Sophia Song, B.S., Senior Accountant

Bryan Witkowski, Junior Accountant

Clara Melas, Head Cashier

Human Resources

Robert Stoto, M.S., Associate Vice President for Human Resources

Mona Marder, B.A., Director of Compensation and Benefits

Linda Kerner, A.A., Assistant Manager of Benefits

Donna Disbrow, B.S., Manager of Employment

David Perry, M.M., Manager of Human Resources Information Systems

ENROLLMENT MANAGEMENT

James P. O'Hara, B.A., Vice President for Enrollment Management

Margaret Young, Executive Secretary to the Vice President

Jennifer A. Therien, M.S. Ed., Director of Enrollment Planning, Reporting, and Internet Projects

Drew C. Aromando, M.B.A., Executive Director of One Stop Services

Amanda L. Szymanski, M.A., Associate Director of One Stop Services

Bursar

Anna Robbins, B.S., Bursar

Jennifer Park, B.S., Assistant Bursar

Maricruz Lawson, A.A., Assistant Bursar, Princeton

Lawrenceville Admission

Susan C. Christian, B.A., Dean of Enrollment

Jamie Mitchell, M.Ed., Director of Graduate, Transfer and Continuing Studies Admission

William T. Larrousse, B.A., Director of Undergraduate Admission

Matthew Metzger, B.A., Admission Counselor

Susan Makowski, B.A., Senior Associate Director of Admission

Derek Fox, B.A., Senior Assistant Director of Admission

Kate Martin, M.A., Assistant Director of Transfer and Continuing Studies Admission

Sean Levine, M.A., Assistant Director of Admission

Frank Zuccarini, B.S., Admission Counselor

Eric Gurwitz, M.B.A., Admission Counselor

Ralph Donnell, M.A., Part-time Regional Representative

Fay Rappaport, Part-time Regional Representative

Catherine Nitzberg, Admission Staff Assistant

Westminster Admission

Katherine Shields, M.L.A., Director of Admission

Rebecca Hoberman, B.A., Assistant Director of Admission

Financial Aid

Dennis P. Levy, Ph.D., Director of Financial Aid

James D. Conlon Jr., M.A., Senior Assistant Director of Financial Aid

Elizabeth G. Sandy, M.A., Senior Assistant Director of Financial Aid

Judith A. Wood, B.A., Senior Assistant Director of Financial Aid

Genevieve A. Finley, B.A., Assistant Director of Financial Aid

Alexandra Samuel, B.A., Assistant Director of Financial Aid

Candee L. Schaefer, B.A., Assistant Director of Financial Aid

Amanda K. Young, M.A., Assistant Director of Financial Aid

STUDENT AFFAIRS

Office of the Associate Vice President for Student Affairs and Dean of Students

Anthony Campbell, Ph.D., Associate Vice President for Student Affairs and Dean of Students

Jan Friedman-Krupnick, M.A., Assistant Vice President for Student Affairs

Wilda Bleakley, Executive Assistant to the Associate Vice President for Student Affairs and Dean of Students

Ira Mayo, M.B.A., Associate Dean of Freshmen

Lawrence Johnson, J.D., Associate Dean of Students

Mary Ann Somaine, M.A., Westminster, Assistant Dean of Students

Margarita Leahy, M.A., N.C.C., LAC, Ed.S., Substance Abuse Prevention Specialist

Gregory Hanf, A.A., Manager, Campus Card System

Maureen Kyle, B.S., Administrative Specialist

New Student Resource Center and Orientation

Christine Cullen, M.S., Assistant Director

Career Services

G. Joyce Tyler, M.Ed., L.P.C., Director

Shirley K. Turner, M.A., Associate Director

Anne Mandel, M.A., Associate Director

Rachel Curran, M.A., N.C.C., Career Advisor, Westminster

Vacant, Associate Director

Vacant, Assistant Director

Residence Life

Cindy Threatt, M.S., Associate Dean for Residential Programs

Roberta Butler, M.A., Director of Housing Operations

Jamiyl Mosley, M.A., Area Director

Jane Ferrick, M.S., Area Director

Amjad Abdo, M.S., Area Director

Vacant, Westminster, Assistant Area Director

Mary Faith Chimera, B.A., Administrative Specialist

Michelle Reres, Administrative Specialist

Greek Life

Shannon E. Corr, M.Ed., Director of Greek Life

Meredith Bielaska, M.S., Coordinator of Greek Life and Fraternity/Sorority House Director

Ashley Ganoë, M.A., Coordinator of Greek Life and Fraternity/Sorority House Director

Whitney Smith, M.Ed., Coordinator of Housing and Fraternity/Sorority House Director

Jonathan Sorge, M.Ed., Coordinator of Student Programs and Fraternity/Sorority House Director

Jacquelyn Wonsey, M.S., Coordinator of Community Service and Fraternity/Sorority House Director

Cristy Ziegler, B.A., Coordinator of Community Standards and Fraternity/Sorority House Director

Campus Life

David Keenan, M.A., Director of Campus Life and Recreation Programs

Dianna Claus, M.S., Assistant Director of Campus Activities for Recreation Programs

Annie Pasqua, B.A., Assistant Director of Campus Activities for Service Learning

Nicholas Barbati, B.A., Coordinator of Campus Activities

Jonathan Sorge, M.Ed., Coordinator of Student Programs and Fraternity/Sorority House Director

Jacquelyn Wonsey, M.S., Coordinator of Community Service and Fraternity/Sorority House Director

Jason Miller, B.A., Coordinator of Intramurals

Office of Community Standards

Keith Kemo, M.A., Director

Cristy Ziegler, B.A., Coordinator of Community Standards and Fraternity/Sorority House Director

Counseling Services

Nadine Marty, Ed.D., Director

Lisa Spatafore, Psy.D., Psychotherapist

Rose Soriero, Ed.S., Psychotherapist

Kathryn Stratton, Psy.D., Psychotherapist

Services for Students with Disabilities

Barbara Blandford, Ph.D., Director

Christine Psolka, MA., CRC, Assistant Director

Vacant, Learning Specialist

Pam Mingle, Administrative Associate

Student Success Center

Kendall Friedman, M.Ed., Director

Mary Beth Carstens, M.Ed., Associate Director

Jenny Scudder, M.A., Assistant Director

Christine Cassel, M.Ed., Professional Tutor

Isabel Baker, Ed.D., Professional Tutor

Katharine Hoff, Ph.D., Professional Tutor

Judy Oster, M.Ed., Professional Tutor

Paulette Bearer, M.Ed., Professional Tutor

Beverly Johnson, M.A., Professional Tutor

Cheryl Walter, B.S., Administrative Specialist

Betty Vaneekhoven, Administrative Specialist

Math Skills Lab

Barbara Ricci, M.Ed., Director of the Math Skills Lab/Professional Tutor

Deborah Keller, Administrative Specialist

Educational Opportunity Program

Rubin Joyner, M.Ed., Director

Ida Tyson, M.S., Associate Director

Amber Henley, M.A., Academic Counselor

Deborah C. Venello, Administrative Associate

Student Health Services

Lynn Eiding, R.N., M.S.N., A.P.N.C., Director/Nurse Practitioner

Mary-Jo Haluska, R.N., Registered Nurse

Pat Sheridan, R.N., B.A., Registered Nurse

Robin Mansfield, R.N., M.S.N., A.P.N.C., Nurse Practitioner

Marilyn Durand, Administrative Specialist

Lisa Arnold-Dempsey, Administrative Assistant

Multicultural Affairs

Donald L. Brown, M.Ed., Director

Student Support Services Program (TRIO Program)

Queen S. Jones, M.Ed., NCC, LPC, Director

Dana Lopes, M.A., Assistant Director/Counselor

Sally Martinez, B.A., Counselor/Educational Specialist

Marsha Freedman, M.Ed., Professional Tutor

Betsy Hallinger, B.S., Administrative Specialist

Ronald E. McNair Post Baccalaureate Achievement Program

Angelica Benitez, M.A., Associate Director

Patricia S. Dell, Administrative Specialist

Chaplains, Campus Ministry

Father Joseph Jakub, Catholic

Rev. Dawn Adamy, Protestant

Rabbi Daniel Grossman, Jewish

Imam Abdul-Malik R. Ali, Islamic Imam

Faculty

Frank Abrahams, Professor of Music Education; B.M.E., Temple University; M.M., New England Conservatory; Ed.D., Temple University

C. Emmanuel Ahia, Professor of Graduate Education, Leadership, and Counseling; B.A., M.A., Wheaton College; J.D., University of Arkansas; Ph.D., Southern Illinois University

Mohammad Ahsanullah, Professor of Management Sciences; B.S.C., Presidency College; M.S.C., Calcutta University; Ph.D., North Carolina State University

Stephen Arthur Allen, Associate Professor of Music; LTCL, ABSM, ALCM (Performance) Cert. Ed.; D. Phil. (Oxon); Ph.D., Oxford University

William J. Amadio, Associate Professor of Computer Information Systems; B.S., Brooklyn College; M.S., Ph.D., Polytechnic Institute of New York

Don Ambrose, Professor of Graduate Education, Leadership, and Counseling; B.A., B.Ed., University of Saskatchewan; M.S., Ph.D., University of Oregon

Robert L. Annis, Associate Professor of Arts and Sciences; B.M., New England Conservatory; M.M., University of Southern California

Nadia S. Ansary, Assistant Professor of Psychology; B.A., Rutgers University; M.A., Ph.D., Columbia University

Christopher Arneson, Associate Professor of Voice; B.A., M.M., Binghamton University; D.M.A., Rutgers University

John Baer, Professor of Teacher Education; B.A., Yale University; M.A., Hood College; M.S., Ph.D., Rutgers University

Anthony P. Bahri, Professor of Mathematics; B.Sc., University of Sydney; M.Sc., D.Phil., University of Oxford

Ava Baron, Professor of Sociology; B.A., Brooklyn College, C.U.N.Y.; M.A., Ph.D., New York University

Barton Bartle, Professor of Theory; B.M., M.M., University of Michigan; Ph.D., University of Illinois

Rebecca Basham, Associate Professor of English; B.A., M.A., Southeastern Louisiana University; M.F.A., University of New Orleans

Paul Benchener, Lecturer, Department of Marketing; B.S., California State University, Long Beach; M.Dir., Southwestern Baptist Theological Seminary

Jerome T. Bentley, Associate Professor of Economics; B.A., St. Vincent College; M.A., Ph.D., University of Pittsburgh

Kelly A. Bidle, Professor of Biology; B.S., Rutgers University; Ph.D., University of Maryland

Trenton R. Blanton, Assistant Professor of Theater; B.A., Georgia College and State University; M.F.A., Florida Atlantic University

Ciprian S. Borcea, Professor of Mathematics; Ph.D., University of Bucharest

Michael Brogan, Assistant Professor of Political Science; B.A., University of Delaware; M.A., Rutgers University; Ph.D., City University of New York

Gary M. Brosvic, Professor of Psychology; B.S., John Carroll University; M.A., Ph.D., American University

Pamela A. Brown, Professor of Journalism; B.A., Rider College; M.A., Ohio State University; Ph.D., University of Iowa

Carol S. Brown, Associate Professor of Teacher Education; B.A., Muhlenberg College; M.A., Ph.D., University of Pennsylvania

Kathleen M. Browne, Associate Professor of Geological, Environmental, and Marine Sciences; B.A., Colgate University; M.A., SUNY at Binghamton; Ph.D., University of Miami

Sylvia Bulgar, Professor of Teacher Education; B.A., Brooklyn College; M.A., Ed.D., Rutgers University

Mark Burgess, Visiting Instructor of Marketing; B.A., University of Pittsburgh; M.B.A., Fairleigh Dickinson University

Richard W. Burgh, Professor of Philosophy; B.A., Rider College; M.A., Ph.D., University of Wisconsin

Bruce Burnham, Associate Professor of Chemistry and Biochemistry; B.S., Ph.D., University of North Carolina at Chapel Hill

Juleen Buser, Assistant Professor of Graduate Education, Leadership, and Counseling; B.A., Franklin and Marshall College; M.Div., Princeton Theological Seminary; M.A., Wake Forest University; Ph.D., Syracuse University

Trevor Buser, Assistant Professor of Graduate Education, Leadership, and Counseling; B.A., University of California; M.Div., Princeton Theological Seminary; M.A., Wake Forest University; Ph.D., Syracuse University

Richard Butsch, Professor of Sociology; B.S., M.S., University of Cincinnati; M.S., Ph.D., Rutgers University

Thomas Callahan Jr., Professor of History; B.A., State University of New York at Albany; M.A., Ph.D., University of Connecticut

Diane K. Campbell, Assistant Professor-Librarian; B.A., University of North Carolina, Chapel Hill; M.L.I.S., Rutgers University; M.B.A., Rider University

German Cardenas-Alaminos, Assistant Professor of Theater; B.A., Universidad Nacional Autonoma de Mexico; M.F.A., Yale School of Drama

Christian Carey, Acting Assistant Professor of Music Composition, Theory and History; B.M., The Juilliard School; M.M., Boston University; Ph.D., Rutgers University

Michael T. Carlin, Assistant Professor of Psychology; B.A., Wheeling College; M.S., Ph.D., Vanderbilt University

Anne M. Carroll, Associate Professor of Finance; B.S., Miami University (Ohio); M.S., Ph.D., University of Pennsylvania

Heather K. Casey, Assistant Professor of Teacher Education; B.A., Ed.M., Ph.D., Rutgers University

James O. Castagnera, Associate Professor of Law and Justice; B.A., Franklin and Marshall College; M.A., Kent State University; J.D., Case Western Reserve University School of Law; Ph.D., Case Western Reserve University

Radha Chaganti, Professor of Entrepreneurial Studies and Strategy; B.A., M.A., Osmania University; M.B.A., Indian Institute of Management; Ph.D., State University of New York at Buffalo

Kim Chandler-Vaccaro, Associate Professor of Dance; R.D.E., University of California, Santa Barbara; M.A., University of California—Los Angeles; Ed.D., Temple University

Feng Chen, Associate Professor of Chemistry; B.S., Hunan University; Ph.D., Northeastern University

Jason C. Chiu, Assistant Professor of Finance; B.Sc., University of Witwatersrand; M.B.A., Columbia University

Lindsey Christiansen, Professor of Voice; B.A., University of Richmond; M.M., University of Illinois

Mi-Hye Chyun, Associate Professor-Librarian; B.A., Sungkunkwan University, Korea; M.L.S., University of Maryland

Ingrid Clarfield, Professor of Piano; B.M., Oberlin College; M.M., Eastman School of Music, University of Rochester

Roberta Clipper, Professor of English; B.A., Indiana University; M.A., Ph.D., University of California at Berkeley

Daria Cohen, Associate Professor of Foreign Languages; B.A., Douglass College; M.A., Ph.D., Rutgers University

Robert J. Congleton, Associate Professor-Librarian; B.A., Rider College; M.A., University of Connecticut; M.L.S., Rutgers University

Mariann Cook, Assistant Professor of Music Theater; B.M.E., Central State University; M.M., University of Oklahoma

Ronald G. Cook, Professor of Entrepreneurial Studies and Strategy; B.S., SUNY at Oswego; M.B.A., Ph.D., Syracuse University

Lewis W. Coopersmith, Associate Professor of Management Sciences; B.A., University of Pennsylvania; M.S., Ph.D., New York University

Hope Corman, Professor of Economics; B.A., University of Illinois; Ph.D., City University of New York

Kenneth Cowan, Associate Professor of Organ; B.M., Curtis Institute; M.M.; Yale Institute of Sacred Music

Michael G. Curran Jr., Professor of Teacher Education; B.S., M.A., Rider College; Ed.D., Temple University

Margaret Cusack, Professor of Voice; B.M., M.M.T., Oberlin College

James W. Dailey, Associate Professor of Computer Information Systems; B.A., Boston College; M.S., Ph.D., Case Western Reserve University

Jean C. Darian, Associate Professor of Marketing; B.A., M.C.D., University of Liverpool; Ph.D., University of Pennsylvania

Patricia Dawson, Assistant Professor-Librarian; B.A., Western Michigan University; M.S., M.L.S., Rutgers University

Todd Dellinger, Assistant Professor of Arts Administration; B.A., M.A., American University

Susan Denbo, Professor of Legal Studies and Business Ethics; B.S., Cornell University; J.D., Villanova Law School

David R. Dewberry, Assistant Professor II of Communication and Journalism; B.A., M.A., University of Arkansas; Ph.D., University of Denver

James M. Dickinson, Professor of Sociology; B.A., University of Kent at Canterbury; M.A., American University; Ph.D., University of Toronto

Jie Joyce Ding, Associate Professor of Management Sciences; B.S., M.S., Xian Jiaotong University; Ph.D., University of Texas

Cara J. Demant, Assistant Professor II of Psychology; B.A., Georgetown University; M.A., Ph.D., Boston University

Chrystina A. Dolyniuk, Associate Professor of Psychology; B.A., University of California, Los Angeles; M.A., California State University, Northridge; Ph.D., University of Calgary

Stefan C. Dombrowski, Professor of Graduate Education, Leadership, and Counseling; B.A., College of William and Mary; M.B.A., University of Connecticut; Ph.D., University of Georgia

John Donovan, Associate Professor of Management and Human Resources; B.A., Ph.D., University at Albany, State University of New York

Julie Drawbridge, Professor of Biology; B.S., University of Maine at Orono; Ph.D., University of Texas at Austin

Daniel L. Druckenbrod, Assistant Professor II of Geological, Environmental, and Marine Sciences; B.S., University of Notre Dame; Ph.D., University of Virginia

Kathleen Dunne, Associate Professor of Accounting; B.A., State University of New York at Buffalo; Ph.D., Temple University

Bosah Ebo, Professor of Communication; B.S., M.A., University of Wisconsin; Ph.D., University of Iowa

Lauren Eder, Professor of Computer Information Systems; B.S., Boston University; M.B.A., Ph.D., Drexel University

Benjamin H. Eichhorn, Associate Professor of Management Sciences; B.S., Hebrew University; Ph.D., University of California at Berkeley

Elem Eley, Professor of Voice; B.M., Baylor University; M.M., Southwestern Baptist Theological Seminary

Phyllis Fantauzzo, Senior Reading Clinician and Instructor; B.A., The College of New Jersey; M.A., Rider University; Certified School Psychologist

Thomas Faracco, Associate Professor of Voice; B.M., M.M., Westminster Choir College

Joel Feldman, Associate Professor of Philosophy; B.A., Hampshire College; Ph.D., University of Texas at Austin

Kenneth L. Fields, Associate Professor of Mathematics; S.B., Massachusetts Institute of Technology; Ph.D., University of California at Berkeley

Ronald Filler, Associate Professor of Music Education; B.A., Union College; M.A., Rider College; M.S., D.Ed., University of Tennessee

Hernan J. Fontanet, Associate Professor of Spanish; M.A., Universidad Complutense de Madrid; M.A., Universidad de Buenos Aires; Ph.D., Universidad Autonoma de Madrid

Judith Fraivillig, Associate Professor of Graduate Education, Leadership, and Counseling; B.A., M.S.E., University of Pennsylvania; Ph.D., Northwestern University

Barbara Franz, Associate Professor of Political Science; M.A., Ph.D., Syracuse University

Lucien Frary, Associate Professor of History; B.A., University of St. Thomas, Minnesota; M.A., Ph.D., University of Minnesota, Twin Cities

Ralph Gallay, Associate Professor of Marketing; B.E., McGill University; M.B.A., M.S., Ph.D., New York University

Zhihong Gao, Associate Professor of Marketing; B.A., Peking University; M.A., Wake Forest University; Ph.D., University of Illinois at Urbana-Champaign

Tracy Garrett, Associate Professor of Teacher Education; B.A., East Stroudsburg University; M.A., Kean University; Ed.D., Rutgers University

Dianne M. Garyantes, Assistant Professor of Communication; B.A., Pennsylvania State University; M.P.A., Rutgers University; Ph.D., Temple University

Suzanne Gespass, Associate Professor of Teacher Education; B.A., Sarah Lawrence College; M.Ed., Ph.D., University of Arizona

Diane Casale-Giannola, Associate Professor of Teacher Education; B.A., M.S., State University of New York at Albany; Ed.D., New York University

Karen Gischar, Assistant Professor of Graduate Education, Leadership, and Counseling; B.S., M.A., The College of New Jersey; Ed.S., Rider University; Ph.D., Lehigh University

Herbert E. Gishlick, Professor of Economics; A.B., Muhlenberg College; M.A., Ph.D., University of Pennsylvania

Susan Mandel Glazer, Professor of Graduate Education, Leadership, and Counseling; B.S., Syracuse University; M.A., New York University; Ed.D., University of Pennsylvania

Leonard R. Goduto, Associate Professor of Graduate Education, Leadership, and Counseling; B.A., Ramapo College; Ed.M., Rutgers University; Ed.D., Columbia University

Ilene Goldberg, Associate Professor of Legal Studies and Business Ethics; B.A., Pennsylvania State University; J.D., Temple University

Matthew Boyd Goldie, Professor of English; B.A., Victoria University; M.F.A., Brooklyn College; Ph.D., Graduate Center, City University of New York

James Goldworthy, Professor of Piano; B.M., M.M., Southern Methodist University; D.M.A., Stanford University

Stephanie Golski, Associate Professor of Psychology; B.A., Western Maryland College; Ph.D., The Johns Hopkins University

Linguo Gong, Associate Professor of Management Sciences; B.S., M.S., Tsinghua University; Ph.D., The University of Texas

Robert C. Good, Professor of Philosophy; A.B., Princeton University; M.A., Ph.D., University of Wisconsin

Joseph M. Gowaskie, Professor of History and American Studies; B.A., St. Norbert College; M.A., Ph.D., Catholic University of America

Alexander Grushow, Associate Professor of Chemistry; B.A., Franklin and Marshall College; Ph.D., University of Minnesota

James K. Guimond, Professor of English and American Studies; B.A., Kalamazoo College; M.A., Ohio Wesleyan University; Ph.D., University of Illinois

Myra G. Gutin, Professor of Speech; B.A., M.A., Emerson College; Ph.D., University of Michigan

Cengiz Haksever, Professor of Management Sciences; B.S., M.S., Middle East Technical University; M.B.A., Texas A&M University; Ph.D., University of Texas at Austin

Jeffrey R. Halpern, Associate Professor of Sociology; B.A., City College of New York; Ph.D., University of Pittsburgh

Catrinel Haught, Assistant Professor of Psychology; B.A., Queens University of Charlotte; M.A., Ph.D., Princeton University

Mary Elizabeth Haywood-Sullivan, Associate Professor of Accounting; B.S., College of Charleston; M.P.A., The University of Texas at Austin; Ph.D., The University of Georgia

Wendy P. Heath, Professor of Psychology; B.A., Boston University; M.S., Ph.D., University of Texas at Arlington

Ronald A. Hemmel, Professor of Theory and Director of the Music Computing Center; B.S., Westminster Choir College; M.M., James Madison University; M.Phil., Ph.D., Rutgers University

Sigfredo Hernandez, Associate Professor of Marketing; B.A., University of Puerto Rico; M.A., Boston University; Ph.D., Temple University

Mickey S. Hess, Associate Professor of English; B.A., M.A., Ph.D., University of Louisville

Peter R. Hester, Associate Professor of Teacher Education; B.S., California Polytechnic State University; M.A.T., Northern Arizona University; Ph.D., University of Colorado at Boulder

William Hobbs, Assistant Professor of Voice; B.M., University of Colorado, M.M., Eastman School of Music

Melissa A. Hofmann, Instructor-Librarian; B.A., The College of New Jersey; M.L.I.S., Rutgers University

Al D. Holcomb, Associate Professor of Music Education; B.A., B.M.E., Texas Christian University; M.M.E., Ph.D., The Hartt School (University of Hartford)

Kathryn A. Holden, Associate Professor-Librarian; B.A., William Smith College; M.A., Pennsylvania State University; M.S.L.S., University of Kentucky

Sheena C. Howard, Assistant Professor of Communication; B.A., Iona College; M.A., New York Institute of Technology; Ph.D., Howard University

Ma Lei Hseih, Assistant Professor II-Librarian; B.A., Tunghai University; M.A., Wheaton Graduate School; M.L.S., Indiana University

Eric Hung, Associate Professor of Music History; A.R.C.T., Royal Conservatory of Music; B.A., Wesleyan University; Ph.D., Stanford University

Brooke Hunter, Associate Professor of History; B.A., University of California at Irvine; M.A., Ph.D., University of Delaware

Nathan Hurwitz, Assistant Professor of Music Theater; B.F.A., New York University; M.A., Northwestern University; Ph.D., University of Pittsburgh

Jonathan M. Husch, Professor of Geological, Environmental, and Marine Sciences; B.A., Colgate University; M.A., Ph.D., Princeton University

Laura Hyatt, Associate Professor of Biology; B.A., Smith College; Ph.D., University of Pennsylvania

Danielle Jacobs, Assistant Professor II of Chemistry; B.S., Haverford College; Ph.D., University of North Carolina Chapel Hill

Tamar Jacobson, Associate Professor of Teacher Education; B.A., Ed.M., Ph.D., State University of New York at Buffalo

Barry Janes, Professor of Communication; B.A., M.A., Rutgers University; Ph.D., New York University

Paul Jivoff, Associate Professor of Biology; B.A., Hartwick College; M.S., Ohio State University; Ph.D., University of Maryland

Hazel-Anne M. Johnson, Assistant Professor of Management and Human Resources; B.S., University of Florida, Gainesville; M.A., Ph.D., University of South Florida, Tampa

Judith Johnston, Professor of English; B.A., Rice University; Ph.D., Stanford University

James Jordan, Professor of Conducting; B.M., Susquehanna University; M.M., Ph.D., Temple University

Terra Walston Joseph, Assistant Professor of English; B.A., Indiana University; M.A., Ph.D., University of Illinois

Michele Wilson Kamens, Professor of Teacher Education; B.S., M.Ed., Rutgers University; Ed.D., Temple University

Jonathan D. Karp, Professor of Biology; B.A., Colgate University; Ph.D., Vanderbilt University

Mark Kasrel, Visiting Harper Professor; B.S., West Virginia Wesleyan College; M.A., Seton Hall University

Jay Kawarsky, Professor of Theory; B.M.E., Iowa State University; M.M., D.M., Northwestern University

Shawn P. Kildea, Assistant Professor II of Communication; B.A., M.A., Rider University; Ph.D., Rutgers University

Joe H. Kim, Associate Professor of Marketing; B.A., Union Christian College; M.B.A., Yon-sei University; Ph.D., Saint Louis University

Gerald D. Klein, Professor of Organizational Behavior and Management; B.S., Drexel University; M.B.A., Harvard Graduate School of Business; Ph.D., Case Western Reserve University

Steven Klein, Associate Professor of Management Sciences; B.S., Cornell University; M.B.A., New York University; M.S., Ph.D., Rutgers University

Harvey R. Kornberg, Associate Professor of Political Science; B.B.A. (Public Administration), City College of New York; M.A., Ph.D., Brown University

Leonard Kornblau, Visiting Harper Professor of Advertising; B.S., Emerson College; M.B.A., University of Miami

Anthony Kosar, Professor of Theory; B.M., West Liberty State College; M.M., Southern Illinois University; Ph.D., The Ohio State University

Eugene J. Kutcher III, Assistant Professor of Management and Human Resources; B.A., Rutgers College; B.S., Rutgers School of Business; M.A., Montclair State University; Ph.D., Virginia Polytechnic Institute and State University

Robert J. Lackie, Professor-Librarian; B.S., University of the State of New York; M.L.I.S., University of South Carolina; M.A., Rider University

Anne Law, Professor of Psychology; B.A., M.A., Ph.D., University of New Hampshire

Phyllis Lehrer, Professor of Piano; A.B., University of Rochester; M.S., The Juilliard School

Christine Lentz, Associate Professor of Management and Human Resources; B.A., Drexel University; M.S., Ph.D., Northwestern University

Robin Lewis, Assistant Professor of Music Theater Dance; B.S., University of Alabama at Birmingham

Sherry (Fang) Li, Assistant Professor of Accounting; Bachelor of Economics, Tsinghua University; A.B.D., The University of Massachusetts

Feng-Ying Liu, Professor of Finance; B.S., National Taiwan University; M.B.A., Ph.D., Drexel University

Charmen Loh, Associate Professor of Finance; B.S.I.E., M.B.A., Ph.D., University of Arkansas

Steven J. Lorenzet, Associate Professor of Management and Human Resources; B.S., M.A., Towson University; Ph.D., University of Albany, State University of New York

Diqing Stella Lou, Assistant Professor II of Political Science; B.A., Foreign Affairs College of Beijing; Ph.D., Texas A&M University

Phillip L. Lowrey, Associate Professor of Biology; B.S., Vanderbilt University; Ph.D., Northwestern University

Cynthia A. Lucia, Associate Professor of English; B.S., Indiana University of Pennsylvania; M.A., Ph.D., New York University

Andrew Markoe, Professor of Mathematics; B.S., City College of New York; Ph.D., Brown University

Nowell Marshall, Assistant Professor of English; University of Wisconsin; M.A., Arizona State University; Ph.D., University of California

Linda S. Materna, Professor of Spanish; B.A., Beloit College; M.A., Ph.D., University of Wisconsin-Madison

Biju Mathew, Associate Professor of Computer Information Systems, B.A., Nizam College; Ph.D., University of Pittsburgh

Katherine Kearney Maynard, Professor of English; B.S., State University of New York at Brockport; M.A., Ph.D., University of Rochester

Charles W. McCall, Associate Professor of Economics; B.A., Lycoming College; M.A., Ph.D., Temple University

Scott McCoy, Professor of Voice and Co-Director of the Voice Resource Center; B.M., M.A., M.F.A., D.M.A., University of Iowa

Roderick A. McDonald, Professor of History; M.A., University of Aberdeen; M.A., M.Phil., Ph.D., University of Kansas

Evelyn McDowell, Associate Professor of Accounting; B.A., Baldwin-Wallace College; M.Acc., Ph.D., Case Western Reserve University

E. Graham McKinley, Professor of Journalism; M.M., Westminster Choir College; Ph.D., Rutgers University

Sharon S. McKool, Associate Professor of Teacher Education; B.S., M.Ed., Texas State University; Ph.D., University of Texas at Austin Dorothy McMullen, Associate Professor of Accounting; B.S., LaSalle University; M.B.A., Ph.D., Drexel University; C.P.A., Pennsylvania

Andrew Megill, Associate Professor of Conducting; B.M., University of New Mexico; M.M., Westminster Choir College; D.M.A., Rutgers University

Jonathan Mendilow, Professor of Political Science; B.A., M.A., Ph.D., Hebrew University, Jerusalem

Ilhan Meric, Professor of Finance; B.A., Ankara University; M.S., Ph.D., Lehigh University

Jonathan H. Millen, Professor of Communication; B.A., University of New Hampshire; M.A., Ph.D., University of Massachusetts

Joe Miller, Professor of Conducting; B.S., University of Tennessee; M.M., D.M.A., College-Conservatory of Music, University of Cincinnati

Tan Miller, Assistant Professor of Computer Information Systems; B.A., Haverford College; M.A., The University of Pennsylvania; M.B.A., The Wharton School; Ph.D., The University of Pennsylvania

Miriam Mills, Associate Professor of Theater; B.A., M.F.A., Rutgers University

Sharon Mirchandani, Associate Professor of Theory and Music History; B.M., Bowling Green State University; M.M., Temple University; Ph.D., Rutgers University

Aaron J. Moore, Assistant Professor of Communication; B.A., LaSalle University; M.A., Ph.D., Temple University

Sharon Morrow, Assistant Professor II of Music Education; B.F.A., California State University at Fullerton; M.M., Ph.D., University of Wisconsin-Madison

Mary Morse, Associate Professor of English; B.A., St. Olaf College; M.A., University of Minnesota; Ph.D., Marquette University

Patricia Mosto, Professor of Environmental Biology; M.A., University of Texas; M.S., University of Buenos Aires (Argentina) and Drexel University; Ph.D., University of Buenos Aires

James Murphy, Associate Professor of Graduate

Education, Leadership, and Counseling; B.A., Iona College; M.S., D.Ed., Pennsylvania State University

Harry I Naar, Professor of Art and Director of the Art Gallery; B.F.A., Philadelphia College of Art; M.F.A., Indiana University

Stephane Natan, Associate Professor of French; B.A., Université Jean Moulin Lyon, France; M.A., Université Lumière Lyon, France; Ph.D., Université Jean Moulin Lyon, France

Vanita Neelakanta, Assistant Professor of English; B.A., M.A., Jadavpur University, India; Ph.D., Brandeis University

Cynthia M. Newman, Associate Professor of Marketing; B.S.B.A., M.B.A., Rider University; Ph.D., University of Pennsylvania

Larry M. Newman, Associate Professor of Marketing; B.S., Pennsylvania State University; M.B.A., Drexel University; Ph.D., Pennsylvania State University

Carol J. Nicholson, Professor of Philosophy; B.A., Earlham College; Ph.D., Bryn Mawr College

Kelly Noonan, Professor of Economics; B.A., State University of New York at Albany; M.A., Ph.D., State University of New York at Stony Brook

Jane Nowakowski, Associate Professor-Librarian; B.M., Westminster Choir College; M.L.S., Rutgers University

Lan Ma Nygren, Associate Professor of Management Sciences; M.S., Renmin University of China; M.A., Ohio State University; Ph.D., Stern School of Business, New York University

Seiwong Oh, Professor of English; B.A., Chung-Ang University, Seoul; M.A., West Texas A&M University; Ph.D., University of North Texas

Marshall Onofrio, Professor of Music Education; B.M., B.S., University of Connecticut; M.M., University of Illinois; M.M., University of Nebraska-Lincoln; D.M.A., The Ohio State University

Anne Osborne, Professor of History; B.A.; New York University; M.Phil., Ph.D., Columbia University

Thomas Parente, Associate Professor of Piano; B.A., Jersey City State College; B.M., Manhattan School of Music; M.A., Rutgers University; Dalcroze Eurhythmics License, Longy School of Music

Nuria Sanjuan Pastor, Assistant Professor of Spanish; B.A., Humboldt Universität zu Berlin; M.A., University of Minnesota; Ph.D., Princeton University

J.J. Penna, Associate Professor of Piano; B.M., Binghamton University; D.M.A., University of Michigan

Obeua S. Persons, Associate Professor of Accounting; B.A., Chulalongkorn University; M.P.A., Ph.D., University of Texas at Austin; C.P.A., Washington State

Pearlie M. Peters, Professor of English; B.S., Grambling State University; Ph.D., State University of New York at Buffalo

Christina H. Peterson, Assistant Professor II of Graduate Education, Leadership, and Counseling; B.A., Vassar College; Psy.M., Psy.D., Rutgers University

Joel Phillips, Professor of Theory; M.M., Eastman School of Music, University of Rochester; B.M., D.M.A., University of Alabama

David A. Pierfy, Associate Professor of Teacher Education; B.A., Rider College; M.A., Ed.S., George Peabody College at Vanderbilt University; Ed.D., University of Georgia

Kathleen M. Pierce, Associate Professor of Graduate

Education, Leadership, and Counseling; B.A., Glassboro State College; M.Ed., Rutgers University; Ph.D., University of Pennsylvania

Steve Pilkington, Associate Professor of Sacred Music and Director of Chapel; B.A., St. Olaf College; M.M., University of Illinois; Ph.D., Drew University

Mary L. Poteau-Tralie, Professor of French; B.A., Temple University; M.A., Ph.D., Princeton University

Tharyle J. Prather, Lecturer in Theater; B.S., Manchester College; M.F.A., Mason Gross School, Rutgers University

Larry Prober, Associate Professor of Accounting; B.S., University of Delaware; M.B.A., University of Massachusetts; M.S., Ph.D., Temple University; C.P.A., Pennsylvania

J. Drew Procaccino, Associate Professor of Computer Information Systems; B.S., Rider University; B.A., Ursinus College; M.B.A., Rider University; Ph.D., Drexel University

Marilyn D. Quinn, Associate Professor-Librarian; B.A., Clark University; M.A., Brown University; M.L.S., Drexel University

Amanda Quist, Assistant Professor of Conducting; B.M., M.M., Western Michigan University; D.M.A., University of North Texas

Maury R. Randall, Professor of Finance; B.A., New York University; M.A., University of Chicago; Ph.D., New York University

Mitchell Ratner, Associate Professor of Finance; B.A., Lafayette College; Ph.D., Drexel University

Laura Brooks Rice, Professor of Voice; B.M., Georgia Southern College; M.M., Indiana University

Jerry E. Rife, Professor of Music; B.S., M.M., Kansas State University; Ph.D., Michigan State University

James E. Riggs, Professor of Biology; B.S., Delaware Valley College; M.S., Ph.D., University of Massachusetts

George Ritchie Jr., Professor of Physics; B.S., Hampden-Sydney College; Ph.D., University of Pennsylvania

Deborah Rosenthal, Professor of Art; A.B., Barnard College; M.F.A., Pratt Institute

Thomas L. Ruble, Associate Professor of Management and Human Resources; B.S., M.B.A., Ph.D., University of California at Los Angeles

Frank L. Rusciano, Professor of Political Science; B.A., Cornell University; M.A., Ph.D., University of Chicago

Anne Salvatore, Professor of English; B.A., Chestnut Hill College; M.A., College of New Jersey; Ph.D., Temple University

Maria Sanchez, Professor of Accounting; B.S., Villanova University; M.B.A., Ph.D., Drexel University

Elizabeth Scheiber, Associate Professor of Italian; B.A., Western Kentucky University; M.A., Ph.D., Indiana University

Margaret Schleissner, Professor of German; B.A., Kirkland College; M.A., Ph.D., Princeton University

Patrick Schmidt, Associate Professor of Music Education; B.M., University of Rio de Janeiro, Brazil; M.M., M.M.E., Westminster Choir College; Ph.D., Temple University

Joy A. Schneer, Professor of Management and Orga-

nizational Behavior; B.A., Barnard College; M.B.A., Baruch College; Ph.D., Columbia University, City University of New York

Harold Schneider, Associate Professor of Management Sciences; A.B., University of Rochester; M.S., Ph.D., University of Chicago

Charles F. Schwartz, Professor of Mathematics; B.A., University of Pennsylvania; Ph.D., Rutgers University

Reed Schwimmer, Associate Professor of Geological, Environmental and Marine Sciences; B.S., Rider College; M.A., Bryn Mawr College; Ph.D., University of Delaware

Elaine A. Scorpio, Assistant Professor of Psychology; B.A., M.A., Rhode Island College; Ph.D., Syracuse University

Barry B. Seldes, Professor of Political Science and American Studies; B.A., M.A., City College of New York; Ph.D., Rutgers University

Prakash C. Sharma, Professor of Sociology; B.S., M.S., Agra University; M.S., University of Guelph; Ph.D., University of Georgia

Jia Shen, Associate Professor of Computer Information Systems; B.S., Beijing University of Technology; M.S., Ph.D., New Jersey Institute of Technology

Nikki Shepardson, Associate Professor of History; B.A., University of Rochester; M.A., Ph.D., Rutgers University

Sharon Sherman, Professor of Teacher Education; B.S., New York University; M.Ed., Ed.D., Rutgers University

Thomas S. Simonet, Professor of Journalism; B.A., Georgetown University; M.S., Columbia University; Ph.D., Temple University

Gabriela Wiederkehr Smalley, Associate Professor of Geological, Environmental and Marine Sciences; B.S., Ph.D., University of Maryland at College Park

Wayne J. Smeltz, Associate Professor of Entrepreneurial Studies and Strategy; B.B.A., College of Insurance; M.B.A., Ph.D., University of Houston

Bryan D. Spiegelberg, Assistant Professor II of Biochemistry; B.S., Denison University; Ph.D., Duke University

Ira B. Sprotzer, Associate Professor of Legal Studies and Business Ethics; B.A., State University of New York at Binghamton; J.D., Boston College Law School; M.B.A., Miami University of Ohio

Donald A. Steven, Professor of Music Composition, History and Theory; B.Mus., McGill University; M.F.A., Ph.D., Princeton University

David Suk, Associate Professor of Finance; B.A., Sogang University; M.A., Ph.D., The Ohio State University

John R. Suler, Professor of Psychology; B.A., State University of New York at Stony Brook; Ph.D., State University of New York at Buffalo

John R. Sullivan, Professor of English and American Studies; B.A., Furman University; M.A., Ph.D., Columbia University

Alan R. Sumutka, Associate Professor of Accounting; B.S., Rider College; M.B.A., Seton Hall University; C.P.A., New Jersey

Hongbing Sun, Professor of Geological, Environmental and Marine Sciences; B.S., Nanjing University; Ph.D., Florida State University

Joann P. Susko, Assistant Professor of Graduate Education, Leadership, and Counseling; B.S., The College of New Jersey; Ed.M., Ed.D., Rutgers University

Richard O. Swain, Associate Professor of Art; B.A., Oberlin College; Ph.D., University of Michigan

Sharon Sweet, Associate Professor of Voice; B.S., Roberts Wesleyan College; M.M., Ithaca College

Stanley Szalewicz, Associate Professor-Librarian; B.S., St. Vincent College; M.A., Indiana University of Pennsylvania; M.L.S., Indiana University

Leonore S. Taga, Associate Professor of Economics; A.B., University of Michigan; M.A., Ph.D., University of California at Berkeley

Arthur Taylor, Associate Professor, Department of Computer Information Systems; B.A., University of South Florida; M.I.S., George Mason University

Robert Terrio, Associate Professor-Librarian; B.M., Berklee College of Music; M.M., University of Massachusetts; M.L.S., Rutgers University

Alison Thomas-Cottingham, Associate Professor of Psychology; B.S., University of Maryland at College Park; M.A., Ph.D., State University of New York at Binghamton

Nova Thomas, Assistant Professor of Voice; B.M., University of North Carolina, Chapel Hill; M.M., Indiana University

Victor Thompson, Assistant Professor of Sociology; B.A., University of Illinois; M.A., Ph.D., Stanford University

June F. Tipton, Lecturer of Music; B.M., Westminster Choir College; M.A., Trenton State College

Megan Titus, Assistant Professor of English; B.A., Muhlenberg College; M.A., Montclair State University; Ph.D., Ohio University

Barry E. Truchil, Associate Professor of Sociology; B.A., M.A., American University; Ph.D., State University of New York at Binghamton

Joanne P. Vesay, Assistant Professor of Teacher Education; B.S., West Chester University; M.S., Pennsylvania State University; Ph.D., George Mason University

Maria Villalobos-Buehner, Assistant Professor of Spanish; B.A., Universidad del Valle, Colombia; M.A., University of Portsmouth, England; Ph.D., Michigan State University

Minmin Wang, Professor of Communication; B.A., Xian Foreign Languages University; M.A., Ph.D., Bowling Green State University

Shunzhe Wang, Associate Professor of Chinese; B.A., Suzhou University of China; M.A., Wayne State College; Ph.D., Purdue University

Jean R. Warner, Associate Professor of Teacher Education; B.S., M.A., Rider College; Ph.D., New York University

Carol D. Watson, Professor of Management and Organizational Behavior; B.A., University of Akron; M.A., Stanford University; Ph.D., Columbia University

Elizabeth Watson, Assistant Professor of Graduate Education, Leadership, and Counseling; B.A., New College-Florida; M.B.A., Fairleigh Dickinson University; Ed.D., Columbia University

E. Todd Weber, Professor of Biology; B.S., Slippery Rock University; M.S., Ph.D., University of Illinois-Urbana/Champaign

Nancy G. Westburg, Professor of Graduate Education, Leadership, and Counseling; B.A., Holy Family College; M.S., Chestnut Hill College; Ph.D., Indiana State University

Arlene Wilner, Professor of English, B.A., Cornell University; M.A., Ph.D., Columbia University

Alan R. Wiman, Associate Professor of Marketing; B.S., Virginia Polytechnic Institute and State University; M.B.A., D.B.A., University of Tennessee

Robert J. Winter, Associate Professor of Russian; B.A., University of Minnesota; M.A., Ph.D., Columbia University

Donald E. Wygal, Associate Professor of Accounting; B.A., Slippery Rock State College; M.B.A., Ph.D., University of Pittsburgh

Yun Xia, Associate Professor of Communication; B.A., M.A., Sichuan University; Ph.D., Southern Illinois University

Sharon (Qianqian) Yang, Associate Professor-Librarian; B.A., Beijing Foreign Studies University; M.S., C.A.L., D.L.S., Columbia University

Jonathan Yavelow, Professor of Biology; B.S., American University; Ph.D., University of Southern California

Stefan Young, Professor of Theory; B.M., Rollins College; M.M., The Juilliard School; Ph.D., Rutgers University

Coaches and Athletic Trainers

Kevin Baggett, Associate Head Coach, Men's Basketball; B.A., Saint Joseph's University

Tricia Carroll, Head Coach, Softball; B.S., M.A., University of Maryland

Karen Cote, Assistant Trainer; B.S., University of Rhode Island; M.A., University of Virginia

Gina Dain, Assistant Trainer; B.S., Ursinus College; M.A., Rider University

Barry Davis, Head Coach, Baseball; B.S., Bridgewater (VA) College; M.A., Frostburg State University

Tommy Dempsey, Head Coach, Men's Basketball; B.A., Susquehanna University; M.S., Bloomsburg University

Pam Durkin, Associate Head Coach, Women's Basketball; B.S., Rider University; M.A., The College of New Jersey

Christopher Feliciano, Head Coach, Volleyball; B.A., New Jersey City University

Steve Fletcher, Head Coach, Men's and Women's Swimming and Diving; B.S., Lafayette College; M.A., Rider University

Bob Hamer, Head Coach, Men's and Women's Track & Field and Cross Country; B.S., Penn State; M.A., West Chester University

John Hangey, Associate Head Coach, Wrestling; B.A., M.A., Rider University

Drayson Hounsome, Head Coach, Women's Soccer; B.S., Loughborough University, England

Lori Hussong, Head Coach, Field Hockey; B.S., Trenton State College

Charlie Inverso, Head Coach, Men's Soccer; B.S., M.S., The College of New Jersey

Tim Lengle, Head Trainer; B.S., West Chester University; M.A., Rider University

John Miller, Assistant Coach, Women's Basketball; B.S., Mount St. Mary's University

Lynn Milligan, Head Coach, Women's Basketball; B.A., M.A., Rider University

Henry Minarick, Assistant Trainer; B.S., M.A., Montclair State University

Gary Taylor, Head Coach, Wrestling; B.S., East Stroudsburg University; M.A., Rider University

Ed Torres, Head Coach, Men's and Women's Tennis; B.S., Rider University

Bob Whartenby, Head Coach, Golf; B.S., Rider University

Mike Witkoskie, Assistant Coach, Men's Basketball; B.S., Susquehanna University

Adjunct Faculty

Ellen Abrahams, Adjunct Instructor of Music Education; B.M.E., Temple University

John Adamovics, Adjunct Professor of Biology; B.A., Portland State University; Ph.D., Colorado State University

Edward Adams, Adjunct Assistant Professor of Finance; B.S.C., Rider College; M.B.A., St. John's University

Scott Alboum, B.S., M.F.A., University of Miami; Adjunct Associate Professor of Communication and Journalism

Meade Andrews, Adjunct Associate Professor of Fine Arts; B.A., Mary Washington College; MA., University of Maryland; Ph.D., University of California at Santa Barbara and University of Georgia

Mary Amato, Adjunct Instructor of English; B.S., St. Peter's College; M.A., Drew University

Laura Amoriello, Adjunct Assistant Professor of Piano; B.M., Westminster Choir College; M.M., Pennsylvania State University; Ph.D., Columbia University

Derek Arnold, Adjunct Instructor of Communication; B.A., LaSalle University; M.A., Purdue University

Denise Asfar, Adjunct Assistant Professor of Arts and Sciences; B.A., Princeton University; M.A.T., Brown University

Susan S. Ashbaker, Adjunct Professor of Voice; B.M., M.M., Southern Illinois University; M.M., University of Illinois

Barry D. Ashmen, Adjunct Assistant Professor of Management; B.S., M.A., Rider College; Ed.D., Temple University

Susan J. Ashworth-McManimon, Adjunct Instructor of Communication; B.A., Kean College of New Jersey; M.A., Montclair State College

Linda Grimm Baker, Adjunct Instructor of Music; B.A., B.S.M.T., Fairleigh Dickinson University

Dalton Baldwin, Adjunct Professor of Piano; B.A., Oberlin Conservatory

Thomas Barclay, Adjunct Instructor of Education; B.A., M.Ed., Trenton State College; M.A., Rider University

Ena Bronstein Barton, Adjunct Associate Professor of Piano; Artist Diploma, Escuela Moderna de Musica and Conservatorio Nacional de Musica, Santiago, Chile

Mary Barton, Adjunct Assistant Professor of Music Theater

Deborah Batchelor, Adjunct Instructor of Graduate Education, Leadership and Counseling; B.S., M.S., Drexel University; Ph.D., Temple University

John J. Battles, Adjunct Assistant Professor of Graduate Education, Leadership and Counseling; B.A., M.S., Fordham College; M.S., Arizona State University; Ed.D., Columbia University

Paul Belliveau, Adjunct Instructor of Management and Organizational Behavior; B.S.M.E., University of Notre Dame; M.B.A., Tuck School of Business, Dartmouth College

John David Benjamin, Adjunct Instructor of Arts and Sciences; B.A., University of California, Berkeley; M.A., Princeton University

Paolo Bordignon, Adjunct Assistant Professor of Organ; B.M., Curtis Institute of Music; M.M., D.M.A., The Juilliard School

Benjamin Boyle, Adjunct Associate Professor of Theory; B.M., University of South Florida; M.M., Peabody Conservatory; Ph.D., University of Pennsylvania

Amy Brosius, Adjunct Assistant Professor of Theory; B.M., Westminster Choir College; M.A., Ph.D., New York University

Andrew Bleckner, Adjunct Assistant Professor of Music; A.B., Brown University; Ph.D., University of Pennsylvania

Kenneth P. Boardman, Adjunct Instructor of Teacher Education; A.B., Ed.M., Rutgers University

Kathleen Brennan, Adjunct Instructor of Graduate Education, Leadership and Counseling; B.A., Sacred Heart College; M.A., Ed.S., Rider University

Terry Brownschidle, Adjunct Assistant Professor of Economics; B.S., Cornell University; M.S., The Pennsylvania State University; Ph.D., University of Minnesota

Patricia Brower, Adjunct Instructor of Graduate Education, Leadership and Counseling; Ed.S., Rider University

Walter A. Brower, Adjunct Professor of Education, B.S., Rider College; Ed.M., Ed.D., Temple University

Justin Burton, Adjunct Instructor of Music History; B.A., Harding University; M.A., Ph.D., Rutgers University

Suzanne Carbonaro, Adjunct Instructor of Communication; B.A., SUNY Plattsburgh; M.S., Boston University

Claudia Catania, Adjunct Assistant Professor of Voice; B.M., Temple University

Tracy Chebra, Adjunct Instructor of Voice; B.M., M.M., University of North Carolina, Greensboro

Patrick J. Chmel, Adjunct Professor of Theater; B.S., Bemidji State University; M.A., Ph.D., University of Missouri at Columbia

Christopher Clark, Adjunct Assistant Professor of Music History; B.M., University of North Carolina-Greensboro; M.M., University of North Texas

Patricia Coats, Adjunct Instructor of Teacher Education; B.A., Wake Forest University; M.Ed., Converse College; M.A., Rider University

Gwendy Cobun, Adjunct Assistant Professor of Psychology; B.A., Florida Atlantic University; M.S., Psy.D., Nova Southeastern University

Mary Susan Coleridge, Adjunct Instructor of Graduate Education, Leadership and Counseling; M.A., Rutgers University

Joseph Conroy, Adjunct Instructor of Graduate Education, Leadership and Counseling; M.A., Rutgers University

Deborah Cordonnier, Adjunct Instructor of Arts and Sciences; B.S., University of Missouri; M.A., Texas A&M University; M.Div., M. Theology, Princeton Theological Seminary

Christopher T. Cox, Adjunct Instructor of Teacher Education; B.A., West Virginia Wesleyan College

Lynne E. Cullinane, Adjunct Instructor of Graduate Education, Leadership and Counseling; B.A., Tufts University; M.A., Rider University

Carol Bellis Czyzewski, Adjunct Assistant Professor of Music Theater

Michele D'Angelo-Long, Adjunct Assistant Professor of English; B.A., M.A.T., The College of New Jersey

Michael Davis, Adjunct Assistant Professor of Arts and Sciences; B.A., M.A., St. Mary's Seminary and University

James Day, Adjunct Assistant Professor of Music History; B.M., North Carolina School of the Arts; M.M., D.M.A., Eastman School of Music

David Debevoise, Adjunct Instructor of Arts and Sciences; B.A., Wilson College; M.A.T., Rutgers University

Paulette DiNardo, Adjunct Instructor of Graduate Education, Leadership and Counseling; M.S., Duquesne University

Geoffrey Doig-Marx, Adjunct Instructor of Music Theater and Dance

R. Richard Dool, Adjunct Assistant Professor of Graduate Education, Leadership and Counseling; B.A., Fordham University; M.A., Seton Hall University; M.S., Thomas Edison State College; D.M., University of Maryland

Ben Dworkin, Adjunct Assistant Professor of Political Science; B.A., Princeton University; M.A., Rutgers University/Eagleton Institute of Politics

Miriam Eley, Adjunct Assistant Professor of Piano; B.M., Baylor University; M.M., Indiana University

Rochelle Ellis, Adjunct Assistant Professor of Voice; B.M.E., University of Missouri, Kansas City; M.M.E., Westminster Choir College

Faith Esham, Adjunct Assistant Professor of Voice; B.A., Columbia Union College; B.M., M.M., The Juilliard School

Harold Evans, Adjunct Assistant Professor of Voice; B.S., West Chester State College; M.M., Indiana University

Gary Falcone, Adjunct Assistant Professor of Management and Organizational Behavior; B.A., Monmouth College; M.S., Stevens Institute of Technology; Ed.D., Rutgers University

Priscilla Feir, Adjunct Assistant Professor of Graduate Education, Leadership and Counseling; B.S., East Stroudsburg University; M.A., Lehigh University; Ph.D., Pennsylvania State University

Roberta Fiske-Rusciano, Adjunct Assistant Professor of Multicultural Studies and Gender Studies; B.A., Simmons College; M.A., University of Chicago; Ph.D., Rutgers University

Charles Frantz, Adjunct Assistant Professor of Theory and Music History; B.M., M.M., Temple University; Ph.D., Rutgers University

Zehava Gal, Adjunct Associate Professor of Voice; Rubin Academy, Jerusalem

Daniel Gallagher, Adjunct Lecturer-Librarian; B.M., Westminster Choir College

Daniel C. Garro, Adjunct Instructor of Philosophy; B.A., Washington College; M.A., Texas Tech University

Carla Gentilli, Adjunct Instructor of Computer Information Systems; B.A., Rider University; M.S., University of Phoenix

Aaron Girard, Adjunct Assistant Professor of Music History; B.A., Wesleyan University; Ph.D., Harvard University

Timothy Glaid, Adjunct Assistant Professor of Graduate Education, Leadership and Counseling; D.M., University of Phoenix

Louis Goldberg, Adjunct Assistant Professor of Music Theater and Theater; B.A., Colgate University; M.M., M.F.A., Syracuse University

Selma Goldstein, Adjunct Instructor of English; B.S., Cornell University; M.B.A., Fairleigh Dickinson University; ESL Certification, The College of New Jersey

Hugh R. Goodheart, Adjunct Assistant Professor of English; B.A., Harvard University; M.Ed., The College of New Jersey

Pamela P. Grossman, Adjunct Assistant Professor of History; B.A., University of Rochester; M.A., Rutgers University; M.A.T., Simmons College

Cynthia Grunning, Adjunct Instructor of Graduate Education, Leadership and Counseling; B.A., M.Ed., College of New Jersey

Arthur S. Guarino, Adjunct Assistant Professor of Graduate Education, Leadership and Counseling; B.A., Seton Hall University; M.S., Syracuse University; J.D., Rutgers University

Midge Guerrero, Adjunct Assistant Professor, Arts and Sciences; B.A., M.A., Montclair State University

Elizabeth Guerriero, Adjunct Assistant Professor of Music Education; B.M., Hartt School of Music, The University of Hartford; M.M., University of Denver

Christopher Halladay, Adjunct Assistant Professor of Fine Arts; B.A., George Washington University; M.F.A., Rutgers University

Christopher Hailey, Adjunct Professor of Music; B.A., Duke University; Ph.D., Yale University

Scott Hebert, Adjunct Assistant Professor of Graduate Education, Leadership and Counseling; B.F.A., New York University; M.A., Seton Hall University

Laura Hedden, Adjunct Professor of Music; B.M., M.A., Pennsylvania State University; Ph.D., Princeton University

Glenn A. Heinrichs, Adjunct Assistant Professor of Psychology; B.A., M.A., Ph.D., Fuller Theological Seminary School

R. Douglas Helvering, Adjunct Assistant Professor of Theory; B.M., University of Nebraska; M.M., Westminster Choir College; D.M.A., University of Kansas

Andrew Henderson, Adjunct Assistant Professor of Organ; B.A., Cambridge University; M.M., Yale University

Nancy Froyland Hoerl, Adjunct Assistant Professor of Voice; B.A., Moorhead State University; M.M., Westminster Choir College

Ann S. Hoffenberg, Adjunct Professor of Biology; B.S., New York University; M.S., Rutgers University

Lees Hummel, Adjunct Assistant Professor of Music Theater; B.F.A., M.F.A., New York University

Zac Hymes, Adjunct Instructor of Philosophy; B.A., Central Washington University; M.A., Washington State University

Richard J. Inzana, Adjunct Assistant Professor of Social Work; B.A., Rutgers University; M.A., Northwestern University; M.S.W., Rutgers University

Carol Johnson, Adjunct Assistant Professor of Computer Information Systems; B.A., M.A., Rider University

Katherine Johnson, Adjunct Assistant Professor of Voice; B.M., University of Calgary; M.M., Manhattan School of Music

Rochelle Jonck, Adjunct Associate Professor of Voice; B.M., University of Stellenbosch (South Africa)

Susan Kadish, Adjunct Instructor of Teacher Education; M.A., College of New Jersey

Thomas E. Kelley, Adjunct Instructor of English; B.A., Trenton State College; M.A., Northern Illinois University

Julia Kemp, Adjunct Assistant Professor of Voice; B.M., Westminster Choir College

Robert Kenny, Esq., Adjunct Associate Professor of Accounting; B.A., Manhattan College; J.D., Northeastern University School of Law; C.P.A., New York State

Arkady K. Kitover, Adjunct Assistant Professor of Mathematics; M.S., Ph.D., Leningrad State University

Peter Labriola, Adjunct Associate Professor of Mathematics; B.S., Stevens Institute of Technology; M.S., Adelphi University

Brenda G. Landweber, Adjunct Instructor of English; B.A., Brandeis University; M.A., University of Virginia; M.A.T., Harvard University

Fred Lasser, Adjunct Instructor of English; B.A., B.R.E., Yeshiva University; M.A., City University of New York; Ph.D., Rutgers University

Peter Lauffer, Adjunct Instructor of Piano; B.M., Indiana University; M.M.A., The College of New Jersey

Jina Lee, Adjunct Instructor of English; B.A., Rider University; M.A., The College of New Jersey

Sun Min Lee, Adjunct Assistant Professor of Conducting; B.M., Presbyterian College and Theological Seminary, Seoul, Korea; M.M., Westminster Choir College

Kendra Leonard, Adjunct Instructor of Music History; B.M., The Peabody Conservatory of Music; M.M., University of Miami

Dennis P. Levy, Adjunct Professor of Biology; B.S., Muhlenberg College; Ph.D., Rutgers University

Frank R. Levy, Adjunct Instructor of English; B.A., Long Island University; M.Ed., Temple University

Matthew Lewis, Adjunct Assistant Professor of Organ; B.S., B.M., Philadelphia Biblical University; M.M., D.M.A., The Juilliard School

David S. Lieberman, Adjunct Assistant Professor of Graduate Education, Leadership and Counseling; Ed.D., Nova University

James Litton, Adjunct Associate Professor of Sacred Music; B.M., M.M., Westminster Choir College

Lillian Livingston, Adjunct Associate Professor of Piano; B.M., Indiana University

Elena Livingstone-Ross, Adjunct Assistant Professor of Arts and Sciences; Graduate, Polytechnic Institute of Leningrad; B.A., Grinnell College; M.A., Princeton University

Maxim J. Losi, Adjunct Assistant Professor of English; B.A., Princeton University; M.A., Ph.D., New York University

Kristine Luberto, Adjunct Instructor of Teacher Education; B.A., Lynchburg College; M.A., Rider University

James Lymper, Adjunct Instructor of Graduate Education, Leadership and Counseling; M.A., Rider University

James Maher, Adjunct Instructor of Music Education; B.M., Westminster Choir College; M.A., Rider University

Devin Mariman, Adjunct Assistant Professor of Voice; B.M., Bradley University; M.M., Westminster Choir College

Douglas Martin, Adjunct Assistant Professor of Music Theater; American Ballet Theatre School, New York City

Robin Massie, Adjunct Assistant Professor of Voice; B.M., Westminster Choir College; M.M., Yale University School of Music

Carmen Mateiescu, Adjunct Assistant Professor of Theory and Music History; B.M., M.M., University of Music (Bucharest); Ph.D., Rutgers University

James R. Matey, Adjunct Assistant Professor of Physics; B.S., Carnegie Mellon; M.S., Ph.D., University of Illinois

Shaikh M. Matin, Adjunct Professor of Physics; B.S., Karachi University; A.M., Ph.D., Columbia University

Ira Mayo, Adjunct Instructor of Management Sciences; B.A., Queens College; M.B.A., Adelphi University

John McBride, Adjunct Assistant Professor-Librarian; M.A., Trenton State College; B.A., M.L.S., Rutgers University

Sue Ellen McConville, Adjunct Instructor of Teacher Education; B.S., State University of New York at Plattsburgh; M.S., State University of New York at Albany

Douglas J. McDowell, Adjunct Assistant Professor of Sociology; B.S., Grove City College; M.A., Penn State University

Donna McInerney, Adjunct Assistant Professor of Graduate Education, Leadership and Counseling; B.A., Catholic University of America; M.A., Rider University; Ed.D., Rutgers University

Daniel B. McKeown, Adjunct Associate Professor of Education; B.S., King's College; M.Ed., Rutgers University; J.D., Seton Hall University

Ute Mehnert, Adjunct Assistant Professor of Arts and Sciences; M.A., University of Cologne; Ph.D., University of Cologne

James Messersmith, Adjunct Instructor of Teacher Education; B.S., Rowan University; M.A., College of New Jersey

Mark Moliterno, Adjunct Associate Professor of Voice; B.M., M.M., Oberlin College Conservatory of Music

Brent Monahan, Adjunct Assistant Professor of English; B.A., M.A., Rutgers University; D.M.A., Indiana University

Alan Morrison, Adjunct Assistant Professor of Organ; B.M., M.M., Curtis Institute of Music

Evelyn C. Myers-Marion, Adjunct Instructor of Management Sciences; B.A., M.A., Trenton State College

Anandi Nagarajan, Adjunct Assistant Professor of Teacher Education; M.S., Virginia Tech; M.Ed., Ph.D., Rutgers University

Rita Neer, Adjunct Assistant Professor of Management and Organizational Behavior; B.S., Rider University; M.A., Fairleigh Dickinson University

Hollis Nemiroff, Adjunct Instructor of Graduate Education, Leadership and Counseling; Ed.S., Rider University

Flora Newberry, Adjunct Assistant Professor of Music; B.M., Julliard School of Music

Beverly Dolgin Offenber, Adjunct Instructor of Spanish; B.A., Queens College; M.A., Hunter College

Gerard F. O'Malley, Adjunct Associate Professor of Education; B.S., University of Scranton; Ed.M., D.Ed., Pennsylvania State University

Susan Onofrio, Adjunct Assistant Professor of Fine Arts; B.A., Muskingum College; M.A., Marshall University

Gerlinde Ord, Adjunct Assistant Professor of Arts and Sciences; M.A., Wilhelms-Universität, Munster, Germany

Philip Orr, Adjunct Professor of Music; B.M., M.M., Westminster Choir College

Marc Ostrow, Adjunct Professor of Arts Administration; B.A., University of Pennsylvania; J.D., University of Chicago Law School

Carolann Page, Adjunct Assistant Professor of Voice; B.M., Curtis Institute of Music

Laurell Parris, Adjunct Instructor of Graduate Education, Leadership and Counseling; B.A., Rider University; M.S., Walden University; M.A., College of New Jersey

Magnolia Pérez-Garrido, Adjunct Instructor of Spanish; B.A., The College of New Jersey; M.A., Villanova University

Teresa Podgorski, Adjunct Instructor of Teacher Education; B.A., Montclair State University; Ed.M., State University of New York at Buffalo

Agnes Poltorak, Adjunct Assistant Professor of Piano; B.M., University of British Columbia, Canada; M.M., Westminster Choir College

William Quirk, Adjunct Instructor of English; B.A., University of Colorado; M.A., University of Washington

Nicholas Reeves, Adjunct Instructor of Music; B.M., Westminster Choir College; M.M., Manhattan School of Music

Barbara Ricci, Adjunct Instructor of Mathematics; B.A., Trenton State College; M.Ed., Georgia State University

Lissa Richardson, Adjunct Instructor of Graduate Education, Leadership and Counseling; B.A., Lehigh University; M.A., Rider University

James Cooper Robb, Adjunct Assistant Professor of Theater; B.A., Temple University; M.A., Villanova University

Julian Rodescu, Adjunct Assistant Professor of Voice; B.M., M.M., The Julliard School

Sandra Romano, Adjunct Instructor of Graduate Education, Leadership and Counseling; B.A., Rutgers University; M.Ed., Ed.S., College of New Jersey

Michelle Rosen, Adjunct Assistant Professor of Music; B.A., Fredonia College; S.U.N.Y.; M.M. New York University

Jane Rosenbaum, Adjunct Instructor of English; B.A., City College of New York; M.A., Ph.D., University of Pittsburgh

Phlaxy Rosenman, Adjunct Instructor of Graduate Education, Leadership and Counseling; M.S., New York University; M.A., Rider University

Guy Rothfuss, Adjunct Assistant Professor of Voice; B.A., Lycoming College

Erica I. Rubine, Adjunct Professor for the American Studies Program; B.A., Scripps College; M.A., Ph.D., University of Pennsylvania

Arthur T. Russomano, Adjunct Associate Professor of Teacher Education; B.A., Kean University; M.A., Seton Hall University; Ed.D., Rutgers University

Anita Sands, Adjunct Instructor of Sociology; B.A., Rider University; M.A., Temple University

Kathleen Scheide, Adjunct Assistant Professor of Harpsichord; B.M., M.M., New England Conservatory; D.M.A., University of Southern California

Charles Schneider, Adjunct Assistant Professor of Music; B.M., Rutgers University; M.M., University of North Carolina at Greensboro; D.M.A., Rutgers University

George O. Schneller IV, Adjunct Associate Professor of Mathematics; B.A., Mount Union College; M.S., Ph.D., Lehigh University

Elisabetta Sclapari, Adjunct Instructor of Arts and Sciences; Laurea Master Degree, University of Pisa, Italy

Jenny Scudder, Adjunct Instructor of Graduate Education, Leadership and Counseling; M.A., Rider University

Debra Scurto-Davis, Adjunct Assistant Professor of Voice; B.M.E., Evangel College; M.M., Baylor University; S.M., University of Michigan

Don Seraydarian, Adjunct Assistant Professor of Graduate Education, Leadership and Counseling; B.A., Franklin & Marshall College; Ph.D., University of Pennsylvania

Kathleen Ebling Shaw, Adjunct Instructor of Sacred Music; B.M., Westminster Choir College

Paul Sheftel, Adjunct Professor of Piano; B.S., M.S., The Julliard School

Rebecca Simon, Adjunct Assistant Professor of Theater; B.A., State University at Buffalo; M.F.A., Florida Atlantic University

Rhonda Slawinski, Adjunct Instructor of Graduate Education, Leadership and Counseling; B.A., Florida Atlantic University; M.Ed., Rider University

Mary Ann Solomon, Adjunct Assistant Professor of Arts and Sciences; B.A., Hunter College; M.A.T., Rutgers University

Betty Handelman Stoloff, Adjunct Associate Professor of Piano; B.M.A., University of Michigan; M.A., Columbia University

Susan Strom, Adjunct Lecturer of English; B.A., University of Toronto; M.A., University of Cincinnati; M.Ed., Temple University

Helen T. Sullivan, Adjunct Instructor of Psychology; B.A., Saint Mary's College; M.S., Ph.D., Saint Louis University

Elizabeth Sutton, Adjunct Assistant Professor of Voice; B.A., Bowling Green State University; M.M., College-Conservatory of Music, University of Cincinnati

Kristen Watkins Topham, Adjunct Assistant Professor of Piano; B.M., Brigham Young University; M.M., Westminster Choir College

William Trafka, Adjunct Assistant Professor of Sacred Music; B.M., Eastman School of Music

Mindy Trecono, Adjunct Assistant Professor of Business Policy; B.A., New York University; J.D., Rutgers University School of Law

Timothy Urban, Adjunct Assistant Professor of Theory; B.M., M.S., State University of New York Environmental Science & Forestry; M.M., State University of New York, Binghamton; M.S.A., Sarah Lawrence College; M.A., Ph.D., Rutgers University

Tina Vogel, Adjunct Lecturer of Music Theater

Timothy Wade, Adjunct Assistant Professor of Graduate Education, Leadership and Counseling; Ed.D., University of Delaware

Charles J. Walker, Adjunct Instructor of Voice; B.M., University of Delaware

Shawn Barwick Wild, Adjunct Professor of Biology; B.S., Appalachian State University; Ph.D., East Carolina University, School of Medicine

Sally Wolf, Adjunct Assistant Professor of Voice; B.M., Kent State University; Artist Diploma, Curtis Institute of Music

Peter D. Wright, Adjunct Professor of Theory and Music History; B.S., Juniata College; M.A., Ph.D., Eastman School of Music, University of Rochester

Amy Zorn, Adjunct Assistant Professor of Voice; B.M., University of Wisconsin, Madison; M.M., Boston University

Emeriti Faculty

Peter Aberger, Associate Professor Emeritus of French; M.A., Staatsexamen, Dr. phil. University of Würzburg, Germany

John D. Allison, Professor Emeritus of Marketing; B.S.C., Temple University; M.B.A., Harvard University; Ph.D., New York University

Sherman M. Ancier, Associate Professor Emeritus of Accounting; B.S., M.B.A., Rutgers University; CPA, New Jersey

Gary E. Barricklow, Associate Professor Emeritus of English; B.A., M.A., California State University, Sacramento; Ph.D., University of New Mexico

Marianne E. Battista, Associate Professor Emerita of Accounting; B.S., M.A., Rider College; Ed.D., Temple University; C.P.A., New Jersey

Richard L. Beach, Professor Emeritus of Chemistry; B.S., Muhlenberg College; M.S., Lehigh University; Ph.D., Rutgers University

Carol A. Beane, Assistant Professor-Librarian Emerita; B.A., Fairleigh Dickinson University; M.L.S., Rutgers University

Walter A. Brower, Professor Emeritus of Education; B.S., Rider College; Ed.M., Ed.D., Temple University

Dennis C. Buss, Associate Professor Emeritus of Education; A.B., University of Pennsylvania; M.A.T., Brown University; Ed.D., Rutgers University

Inez G. Calcerano, Professor Emerita of Speech; A.B., Kalamazoo College; M.A., Miami University of Ohio

James H. Carlson, Professor Emeritus of Biology; B.S., Fenn College; M.S., Ph.D., Ohio State University

Robert Carwithen, Adjunct Professor Emeritus of Organ; B.M., Curtis Institute of Music; M.M., Westminster Choir College

Harriet Chase, Professor Emerita of Theory; B.M., University of Wisconsin; M.M., Eastman School of Music, University of Rochester; Ph.D., Indiana University

Patrick J. Chmel, Professor Emeritus of Theater; B.S., Bemidji State University; M.A., Ph.D., University of Missouri at Columbia

Richard A. Coppola, Aquatic Director Emeritus; B.A., M.A., Trenton State College

Diana Crane, Associate Professor Emerita of Voice; B.A., Leicester University, England; M.Ed., London University

Charles Gordon Crozier, Professor-Librarian Emeritus; B.S., Columbia University; M.S., Drexel University; M.A., School for Social Research

William Dalglish, Associate Professor Emeritus of Music History; B.M., Southeastern Louisiana College; M.M., Indiana University

Jesse B. DeEsch, Associate Professor Emeritus of Education; B.S., East Stroudsburg State College; M.A., Ohio State University; Ph.D., Indiana State University

Violet K. Devlin, Professor-Librarian Emerita; B.A., Hunter College; M.S., Drexel University

Mervin L. Dissinger, Associate Professor Emeritus of Psychology; B.S., Millersville State College; M.A., Ph.D., Temple University

Laurence Eisenlohr, Professor Emeritus of English; A.B., Harvard College; A.M., Harvard University; Ph.D., University of Pennsylvania

Walter J. Eliason, Associate Professor Emeritus of Teacher Education; B.A., LaSalle College; M.A., Villanova University; Ed.D., Temple University

Michael L. Epstein, Professor Emeritus of Psychology; B.S., B.A., Ph.D., University of Washington

Robert Evans, Professor Emeritus of Arts and Science; B.A., Stanford University; B.D., Princeton Theological Seminary; D.Theol., University of Basel, Switzerland

Joseph Flummerfelt, Professor Emeritus of Conducting; B.S.M., DePauw University; M.M., Philadelphia Conservatory of Music; D.M. (hon.), DePauw University; D.M.A., University of Illinois

Phyllis M. Frakt, Associate Professor Emerita of Political Science; B.A., Douglass College; M.A., Ph.D., Rutgers University

Henry J. Frank, Professor Emeritus of Finance; B.S., Columbia University; M.A., Rutgers University; Ph.D., Columbia University

Marguerite J. Frank, Professor Emerita of Decision Sciences and Computers; B.A., University of Toronto; M.A., Ph.D., Radcliffe College

Walter H. Gebhart, Lecturer Emeritus of Business Law; B.S., University of Pennsylvania; J.D., Temple University School of Law; CPA, Pennsylvania

Victor Gerdes, Professor Emeritus of Finance; B.S., Texas Technological College; M.S., J.D., Ph.D., University of Wisconsin

Nydia Rivera Gloeckner, Professor Emerita of Spanish; B.A., Hunter College; M.A., Ph.D., Pennsylvania State University

Marvin W. Goldstein, Associate Professor Emeritus of Psychology; B.A., M.A., Hofstra University; Ph.D., New School for Social Research

Anne Ackley Gray, Associate Professor Emerita of Voice; B.A., Sarah Lawrence College; M.M., New England Conservatory

Jean M. Gray, Professor Emerita of Finance; B.A., Michigan State University; M.A., Ph.D., University of California at Berkeley

William D. Guthrie, Professor Emerita of Teacher Education; B.S., M.A., Trenton State College; Ph.D., New York University

Mary Jo Hall, Associate Professor Emerita of Geological and Marine Sciences; B.S., Pennsylvania State University; M.Ed., West Chester State College; Ph.D., Lehigh University

Henry Halpern, Assistant Professor-Librarian Emeritus; B.A., City College of New York; M.A., New York University; M.L.S., Pratt Institute

E. Cureton Harris, Professor Emerita of Economics; B.S., New York University; M.A., Columbia University; Ph.D., New York University

Belmont F. Haydel Jr., Associate Professor Emeritus of Business Policy and Environment; B.S., Loyola University of Chicago; B.A., American Institute for Foreign Trade; M.S., Louisiana State University; Ph.D., North Texas State University

Jane S. Hettrick, Professor Emerita of Music; B.A., Queens College; M.M., D.M.A., University of Michigan

John W. Hillje, Associate Professor Emeritus of History and American Studies; B.J., M.A., Ph.D., University of Texas

Katharine T. Hoff, Professor Emerita of English and American Studies; A.B., Oberlin College; M.A., Ph.D., Yale University

Richard L. Homan, Professor Emeritus of Theater; B.A., University of Notre Dame; M.A., Ph.D., University of Minnesota

John F. Hulsman, Professor Emeritus of English; B.A., St. Vincent College; Ph.D., Ohio University

Jeannette Jacobson, Associate Professor-Librarian Emerita; B.S., University of Wisconsin, Stevens Point; M.S. in L.S., University of Wisconsin

Rodney G. Jurist, Professor Emeritus of Education; B.S., Duquesne University; M.A., Rider College; Ed.D., Rutgers University

Kathleen Shaw, Adjunct Instructor of Sacred Music; B.M., Westminster Choir College

Marvin Keenze, Professor Emeritus of Voice and Co-Director of the Voice Resource Center; B.M., M.M., Westminster Choir College

Helen Kemp, Professor Emerita of Church Music and Voice; B.M., D.M. (hon.), Westminster Choir College; Artist's Diploma, Vienna Academy of Music, Austria

Gerald J. Kent, Professor Emeritus of Chemistry; B.S., Upsala College; M.A., Ph.D., Princeton University

Michael A. Kole, Associate Professor Emeritus of Accounting; B.M.E., Rensselaer Polytechnic Institute; Ph.D., University of Massachusetts

Willard E. Lally, Professor Emeritus of Journalism; B.A., Midland College; A.M., Colorado State College; A.M., University of Missouri

Robin A. Leaver, Professor Emeritus of Sacred Music; Dipl. in Theol., Trinity College, Bristol, England; D.Theol., State University of Groningen, Netherlands

Patricia L. Leonard, Associate Professor Emerita of Business Education; B.S., Eastern Michigan University; M.A., Central Michigan University; Ed.S., Michigan State University; Ph.D., University of Tennessee

Marilyn Levitt, Professor Emerita of Art; A.B., M.A., Syracuse University

A. James Lemaster, Professor Emeritus of Education; B.B.A., North Texas State University; M.A., Sul Ross State University; Ed.D., North Texas State University

Joan Hult Lippincott, Professor Emerita of Organ; B.M., M.M., Westminster Choir College

Lynn W. Livingston, Associate Professor-Librarian Emerita; B.A., Denison University; M.A., Stanford University, M.A.L.S., University of Missouri

Thomas C. Mayer, Professor Emeritus of Biology; B.A., University of Tennessee; M.A., Johns Hopkins University; Ph.D., Louisiana State University

William A. McCarroll, Professor Emeritus of Chemistry; B.A., M.S., Ph.D., University of Connecticut

Donald McDonald, Professor Emeritus of Organ; B.M., Curtis Institute of Music; M.S.M., S.M.D., Union Theological Seminary

Derrill I. McGuigan, Professor Emeritus of Psychology; B.A., St. Dunstan's University; B.Ed., M.Ed., University of New Brunswick; M.A., Ph.D., Temple University; Ph.D., University of Ottawa

Alan L. McLeod, Professor Emeritus of English and Speech; B.A., M.A., Dip.Ed., University of Sydney; B.Ed., University of Melbourne; Ph.D., Pennsylvania State University

Bernard W. Miller, Associate Professor Emeritus of Education; B.S., Newark State College; M.A., New York University; Ed.D., Yeshiva University

Regina Mladineo, Associate Professor Emerita of Management Science; B.S., Denison University; Ph.D., Rutgers University

John Moussourakis, Professor Emeritus of Management Sciences; B.A., New York University; M.B.A., Iona College; Ph.D., New York University

Joseph E. Nadeau, Professor Emeritus of Geological and Marine Sciences; B.S., University of Illinois; M.S., University of Tennessee; Ph.D., Washington State University

Leroy Oddis, Associate Professor Emeritus of Biology; B.A., Syracuse University; M.S., Ph.D., Rutgers University

Francis C. Oglesby, Associate Professor Emeritus of Decision Sciences and Computers; B.A., Dickinson College; M.S., Ph.D., Lehigh University

John Peck, Associate Professor-Librarian Emeritus; B.M., Baylor University; M.S., in L.S., University of North Carolina

Chau T. Phan, Professor Emeritus of Political Science; B.A., Marian College; M.A., University of Detroit; Ph.D., University of Denver

Stephen P. Phillips, Associate Professor Emeritus of Education; B.S., Ithaca College; M.Ed., Ed.D., Rutgers University

Francis A. Pittaro Jr., Athletics Staff Emeritus; B.A., Brown University; M.Ed., Temple University

Ruth Podesva, Professor-Librarian Emerita; B.S., State University of New York

Frances Poe, Professor Emerita of Music Education; B.M., University of Georgia; M.M., Ph.D., Indiana University

James H. Poivan, Professor Emeritus of History; A.B., M.A., Ph.D., Rutgers University

Eldon Price, Athletics Staff Emeritus; B.S., M.A., Pennsylvania State University

Robert Reilly, Professor Emeritus of English; B.A., St. Mary's Seminary and University; M.A., Ph.D., University of Washington

Mildred Rice Jordan, Associate Professor Emerita of Education; B.S., Temple University; M.A., Beaver College; Ed.D., Temple University

Robert Ross, Associate Professor Emeritus of Business Law; B.S., Rider College; L.L.B., J.D., Temple University; C.P.A., New Jersey

Mark E. Sandberg, Associate Professor Emeritus of Management and Human Resources; B.S., M.B.A., Drexel University; Ph.D., Cornell University

Elliot M. Schrero, Professor Emeritus of English; A.B., A.M., Ph.D., University of Chicago

Howard Schwartz, Professor Emeritus of Speech; B.S., M.S., Emerson College; Ph.D., Purdue University

John E. Sheats, Professor Emeritus of Chemistry; B.S., Duke University; Ph.D., Massachusetts Institute of Technology

Ruth E. Simpkins, Associate Professor Emerita of Psychology; A.B., Roberts Wesleyan College; A.M., Ph.D., Temple University

Sandra L. Stein, Professor Emerita of Education; B.S., University of Wisconsin; M.S., Ed.D., Northern Illinois University

Marcia K. Steinberg, Associate Professor Emerita of Sociology; B.A. Hunter College; M.A., Columbia University; Ph.D., City University of New York

Albert Sternberg, Associate Professor Emeritus of Teacher Education; B.A., M.Ed., Ed.D., Temple University

Guy W. Stroth, Professor Emeritus of Philosophy; A.B., A.M., Ph.D., Princeton University

Sanford Temkin, Associate Professor Emeritus of Management Sciences; B.S., M.B.A., Temple University; Ph.D., University of Pennsylvania

Donald J. Tosh, Associate Professor Emeritus of Education; B.S., Wilkes College; M.A., Seton Hall University; Ed.D., Lehigh University

Frederick H. Turner Jr., Professor Emeritus of Speech; B.S., Millersville State College; M.A., Ph.D., Temple University

Donald B. Veix, Associate Professor Emeritus of Education; A.B., M.A., Seton Hall University; Ed.D., Lehigh University

Lise Vogel, Professor Emerita of Sociology; A.B., Radcliffe College; A.M., Ph.D., Harvard University; M.A., Ph.D., Brandeis University

James Volpi, Associate Professor Emeritus of Accounting; B.S., M.B.A., Drexel University; C.P.A., New Jersey, Pennsylvania

Geraldine Ward, Associate Professor Emerita of Music Education; B.M.E., M.M.E., D.M.A., Temple University

Dorothy Anne Warner, Associate Professor-Librarian Emerita; B.A., University of Arizona; M.A., M.S., Pratt Institute

Nancy Wicklund, Associate Professor-Librarian Emerita; B.M., Westminster Choir College; M.S., in L.S., Drexel University

Peter Yacyk, Professor Emeritus of Education; B.S., Pennsylvania Military College; Ed.M., University of Delaware; Ed.D., Temple University

David Stanley York, Professor Emeritus of Theory; B.M., Yale University; M.M., Westminster Choir College

Chester F. Zakreski, Professor Emeritus of Business Education; B.S., Rider College; Ed.M., Rutgers University



Index

Index

A

Academic Policies	69
Accreditations	4
Admission Requirements	
Business Administration	14
Education	29
Administrative Staff	79-84
Application Procedures	
Business Administration	14
Education, Leadership, and Counseling	30
Administrative Staff	79-84

B

Business Administration	7-16
Courses	17-24
Business Education Courses	48

C

Calendar	
Business Administration	8
Education, Leadership and Counseling	26
Campus and Facilities	75-78
Cancellation of Classes	78
Career Services	77
Certification Programs	
Educational	46
Graduate-Level Teacher	47
NJ Supervisor	39
School Business Administrator	38
Communication Courses	61-62
Computer Center	77
Cooperative Education Coordinator	47
Counseling Services	34-36
Courses	48-53
Counseling Psychology	33
Courses	50-51
Course Descriptions	
Business Administration	17-24
Education, Leadership and Counseling	48-64
Curriculum, Instruction and Supervision	38
Courses	51-52

D

Degree Programs	
EMBA	13
MAcc	10
MBA	12
M.A.	34
Disabled, Services for	5, 76

E

Early Childhood Education Courses	53
Education Courses	48-64
Educational Leadership	36-38
Courses	55-57
Educational Psychology Courses	57-58
Educational Sociology Courses	59
Education Specialist Degree (Ed.S.)	30
Counseling Services	31
School Psychology	32
EMBA Courses	23-24

F

Faculty	85-89
Adjunct	90-92
Financial Aid	72

G

Grades	70
Graduate-Level Teacher Preparation Courses	59-60
Graduate Admission, Office of	5

H

Honors	15
Hours of Operation	78

I

Information Technologies, Office of	77
---	----

L

Libraries	76
-----------------	----

M

M.A. Degree	34
Counseling Services	34-36
Curriculum, Instruction and Supervision	38-39
Educational Administration	36-37
Organizational Leadership	40-41
Reading/Language Arts	41-42
Special Education	42-44
Teaching	44-45
Courses	62
MAcc Degree	10-11
Courses	17
MBA Degree	10
Courses	17-24
Music	6

N

New Jersey Certification	38
--------------------------------	----

O

Organizational Leadership	40-41
Courses	60-61

P

Parking	78
Personal Policies	73
Probation and Parole Counseling Courses	62
Procedures and Policies	69-74
Psychology, Applied	66-68
Psychology Courses	
Counseling	50-51
Educational	57-59
Public Safety, Department of	77

R

Reading/Language Arts	41-42
Courses	62-63
Refunds	72
Registration	70
Requirements	
EMBA	10
MAcc	11
MBA	12
M.A.	34

S

Services for Students with Disabilities	5
Sociology	
Educational	57-58
Special Education	42-43
Courses	63-64
Students with Disabilities, Teacher of	73
Summer Session	8, 26

T

Teacher Certification and Placement	43
Teaching Courses	63-64
Transfer	14, 29
Travel Directions	98
Trustees	80
Tuition and Fees	71

U

University Store	77
------------------------	----

V

Vehicle Regulations	78
---------------------------	----

W

Westminster Choir College	6
---------------------------------	---



Guide

Guide

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

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

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

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

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

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

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

Directions to Rider (Lawrenceville Campus)

From the New Jersey Turnpike:

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

From Route 1 South:

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

From the Garden State Parkway:

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

From I-295 North:

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

From Philadelphia and South:

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

Public Transportation:

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

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



**2083 Lawrenceville Road
Lawrenceville, NJ 08648-3099
609.896.5000
www.rider.edu**